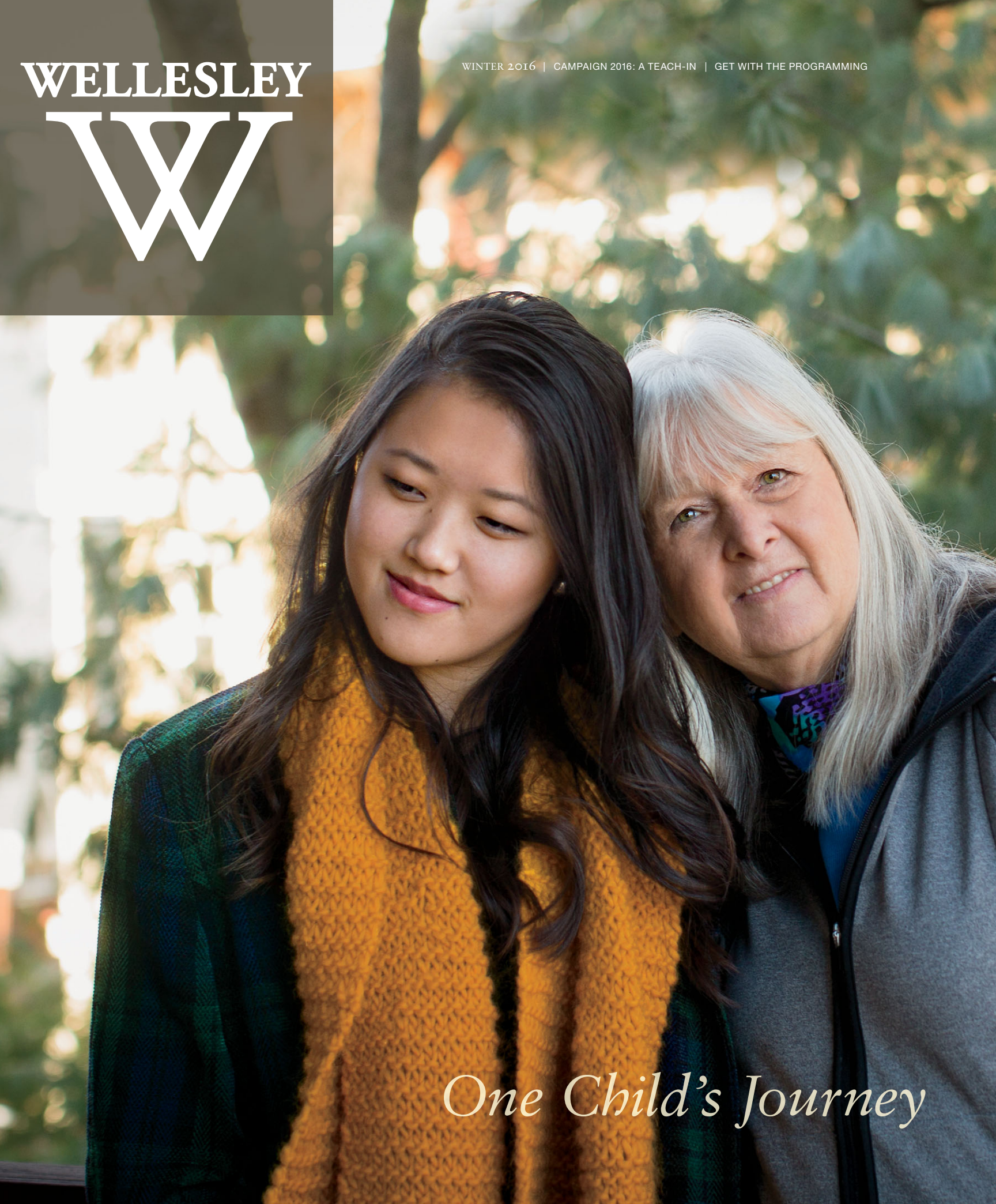
Winter 2016

Wellesley Magazine Winter 2016

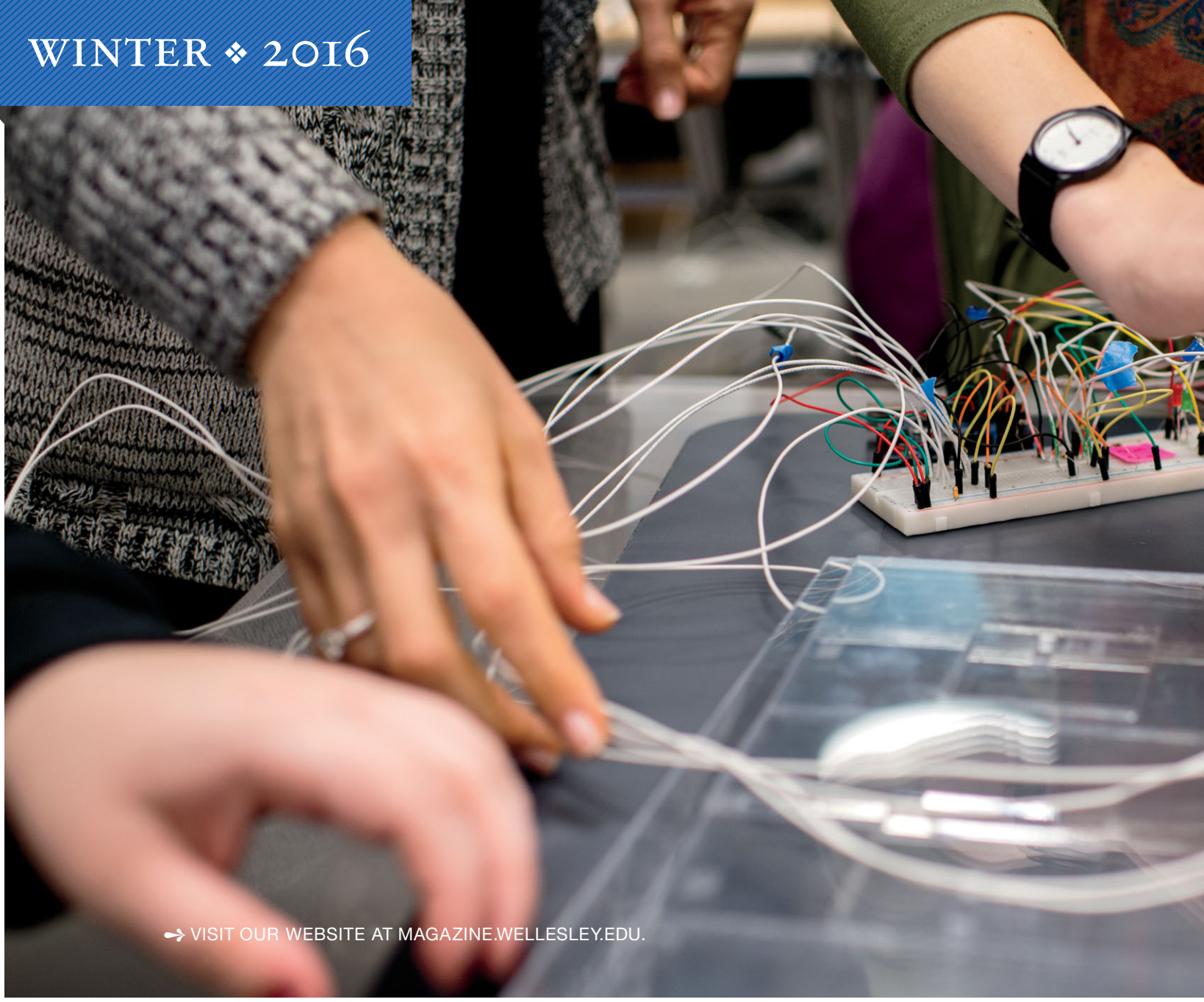
Wellesley College Alumnae Association

WELLESLEY

WINTER 2016 | CAMPAIGN 2016: A TEACH-IN | GET WITH THE PROGRAMMING



One Child's Journey



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Departments

Photo of students wiring an interactive dance floor in CS 320 Tangible User Interfaces by Jared Leeds

Cover photo of Melissa Ludtke '73 and her daughter, Maya Ludtke '19, at their Cambridge, Mass., home by Kathleen Dooher

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WELLESLEY

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From the Editor

My friend Robbin Chapman, associate provost and academic director of diversity and inclusion, tells the story of the day she started at the College, when she first experienced the Wellesley phenomenon named Irma Tryon. "She was walking along the third floor of Green Hall and greeted me with that dazzling smile and grabbed me up in that big hug," Robbin says. For someone just arriving from a large engineering school where *one didn't hug*, it was a bit of a shock. Yet Robbin says it was the first moment when she felt that she truly belonged at Wellesley.

Raise your hand if you know Irma Tryon. Raise your hand if she coached you through writing your résumé, or helped you frame your career dreams. Raise your hand if her empathetic counsel as Latina advisor helped you navigate Wellesley. Raise your hand if she called you "sweetie," or flashed her brilliant smile at you, or wrapped you in a hug.

My guess is that many of you who have graduated since 1978 have your hands in the air. Me, too.

After 37 years running Wellesley's recruiting program, providing career counseling for generations of students and alumnae, and serving as cultural advisor to Latina students for a period, Irma retired last fall. Green Hall is a lot quieter without her. We miss her.

"The lines and wait times were always longest for Irma," says Joanne Murray '81, former head of the Center for Work and Service (CWS). "She sat a student down and listened and listened and loved her and laughed with her. For Irma, the way to success was through demonstrating that that student, the one in front of her, was the most important, and she was going to throw 100 percent of her talent, resources, and care into launching her into the world."

Irma, without fail, was tuned into issues of diversity and inclusion. It was Irma who pointed out that not all students had the suits needed for job interviews, who started CWS's suit loaner programs—with suits from size 2 to 22. It was Irma who thought to purchase suits for transgender students. She launched CWS's cultural liaison program—aimed at meeting the needs of cultural and special-interest groups on campus with specific resources. She planned career panels with alumnae of color and brought students together with pizza and laughter.

In other words, Irma's embrace was not limited to the (admittedly large) group of people she gave actual hugs to. She drew a whole lot of people in. She also would dive in whenever she encountered injustice, as Robbin Chapman noted at Irma's recent retirement party. There was no sitting still with Irma.

It's an example worth remembering in this tumultuous period of terror attacks and amped-up, exclusionary campaign rhetoric. (For more on U.S. presidential politics, see "Campaign 2016: A Teach-In," page 18.) It's a way of operating to keep in mind as Wellesley students, like students around the country, protest and voice their concerns about issues of race and equality—including incidents at the College that have made them feel excluded or marginalized (see "Marching for Change," page 10). And it's something to ponder as the College works to answer the longstanding student call for multicultural space ("College Augments Multicultural Space," page 7).

As I write this in early winter, Irma is off on a prolonged trip to California and Hawaii to snuggle up with her grandchildren. Even as she steps away from campus, I hope we will keep a large portion of her generous spirit with us.

—Alice M. Hummer, editor

RICHARD HOWARD

Irma Tryon

Letters to the Editor

Wellesley *welcomes short letters (300 words maximum) relating to articles or items that have appeared in recent issues of the magazine. Send your remarks to the Editor,* Wellesley *magazine, 106 Central St., Wellesley, MA 02481-8203, email your comments to magazine@wellesley.edu, or submit a letter via the magazine's website, magazine.wellesley.edu.*

A 1970S EXPERIENCE

I read with great interest and appreciation your article "We Are First" (fall '15).

I graduated in 1972. I was first-generation. I was recruited; no one in my family had ever heard of Wellesley. My tuition and board were paid for by a very generous benefactor. My family could not afford to travel to Wellesley from California, so I arrived alone. I had no money for books, clothing (the first winter I wore my California sandals during the snowfalls), or any extracurricular activities. The Students' Aid Society helped pay for my books and loaned me money at no interest. Eventually, I found a job in the Village waiting tables, and I worked evenings in the chem lab cleaning petri dishes and other glassware. During vacations, I was unable to afford trips home to California, so I often went to the homes of Wellesley friends.

In many ways, I loved Wellesley. I had never lived around so much greenery, such beautiful architecture, and such silence. I was very busy with work and classes, so I did not participate in any organized extracurricular activities, but I adored running around the lake almost every day. The art-history and religion classes provided me with knowledge that has enriched me throughout my life. I graduated as a Durant Scholar and just retired from a fulfilling career as a pediatrician. I have been a lifelong learner. I feel that I would not have achieved as much without the Wellesley experience.

And yet, I was very isolated at Wellesley. I could not afford to go into Boston, to join the ski club, to even go out to eat. I would listen to but not contribute to the conversations around me. My family was unable to provide me with any advice about how to navigate a college experience. Most importantly, I had no idea if there were other students in my similar situation. Being able to connect with others, having a cohort, would have made all the difference for me.

I am touched and delighted that Wellesley has established the WellesleyPlus Program and the First Generation Network. I have never been to a Wellesley reunion. Despite my obvious successes, I have always felt like a bit of an outsider. Your efforts have touched me; and so this is the first time that I have reached out. I am very interested in finding out more about the programs and then offering my insight, support, and encouragement to any students. Wellesley is an amazing place, and every student should feel comfortable and confident benefiting from all it has to offer.

Helaine "Lainey" Pleet '72
Oakland, Calif.

SUPPORT FOR FIRST-GEN STUDENTS

I am very glad that Wellesley now offers so many resources for first-generation students ("We Are First," fall '15). When I attended college many years ago as a first-generation, scholarship student, there was very little available—other than perhaps the extra financial assistance provided through Wellesley Students' Aid Society at graduation, etc. Adjusting to my freshman year was especially difficult, and as a high school valedictorian, I struggled with feeling out of place. However, when my father subsequently lost his job, the College did come through with some additional aid, and when he died during my junior year, the deans tried to provide some emotional support. But the comprehensive programs now in place would have made a big difference for me.

Willa Buckley Wolcott '64
Gainesville, Fla.

INCLUDE INTERNATIONAL STUDENTS

A lot in the article "We Are First" resonated with me. I heard about the WellesleyPlus program during my sophomore year from an American friend who had been part of it. I wish I had known that when I first came to Wellesley straight from my Kenyan high school—a good one, but certainly not a U.S. one.

I was a first-generation college student, but my international background added an extra layer to the challenges I faced during my first year in Wellesley. I was new to the social and educational system; new to having to use a computer full-time for everything (never having used one for longer than 30 minutes previously and certainly not to type out 5,000-word, double-spaced, justified, one-inch margins with a header and numbered pages essays! I still pity the professors who had to read what I wrote that first semester); new to syllabi handed out at the beginning of courses; new to asking for help. These were challenges that I often felt that Wellesley did not care about—beyond getting international students to attend. I sorely wish the program would be opened to, and/or advertised and recommended to, international students. There are some who might not have had similar challenges to mine, but I am sure quite a few did, and simply "silently struggled through" as I did—for better or worse.

Wangũi Kamonji '13
Nairobi

A STUDENT PERSPECTIVE

I am a super-senior, and I am a first-generation student at Wellesley. I wanted to write you because the "We Are First" (fall '15) article has made me so happy. One of my realizations about attending Wellesley has been that the lack of effort Wellesley College as an institution makes to connect with my mother, a Mexican immigrant who speaks English as a second language, has been a significant gap in my college experience. As a family, we have a lot to offer the Wellesley community, but that can be overlooked or erased because we are not prime donors to the College. It is thanks to my mother's care and mentorship that I became a student Wellesley College welcomed.

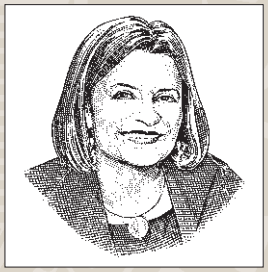
This displacement is something I had felt before, because I attended an elite private high school in Chicago where there were very few

TWEETS TO THE EDITOR

- Just got my first W magazine as an alum! #adulting @Wellesleymag #thewellesley effect #wellesleyalum
  —@exdairyprincess (Hannah Lindquist '15)
- @Wellesleymag Delighted to read 'We Are First' & relive personal experiences as 1st woman in my family to attend college. Thank you!
  —@marianneyxu (Marianne Xu '11)
- amazing perspective on first gen college experiences, feat. the amazing @isabel_stacc and @echothegirl http://magazine.wellesley.edu/fall-2015/we-are-first …
  —@sahitya_raja (Sahitya Raja '15)
- Loved reading about a fellow @Wellesley alum who also teaches in the @Wellesleymag today! @hmhaines keep on being awesome! #teacherlife
  —@akunce05 (Alice Kunce '05)
- Got my @Wellesleymag in the mail. Time to scour the class notes for interesting baby names
  —@cleoc87 (Cleo Hereford '09)
- It's my favorite time of year! Obsessively tweeting my favorites of the fall 2015 @Wellesleymag class notes!
  —@MsMakkah (Makkah Ali '10)
- "I'm now 99 yo, still fighting the good fight. Life is good. I go out every day and find new things to do." #ClassNotes #co1937
  —@MsMakkah (Makkah Ali '10)

Continued on page 76

Wellesley in the World



NOLI NOVAK

A COUPLE OF SUMMERS AGO, while I was carrying my Wellesley tote bag in Paris, a young woman came up to me and asked what my connection to Wellesley was. During our brief conversation, I learned that she was coming to the College in the fall. Her excitement about Wellesley—and about her chance meeting with the president—was palpable.

Over the past nine years, I have come to expect such Wellesley "sightings" everywhere I go. That's because Wellesley is everywhere. With alumnae in 104 countries, Wellesley women make a difference in every corner of the globe—including Antarctica, where an alumna from the class of 2005 worked at the U.S. Antarctic Program's McMurdo Station last year.

Our international orientation is what helps to keep Wellesley at the forefront of the liberal arts. As more people work cross-nationally, as technology transcends national borders, and as travel becomes easier, global linkages between academic institutions will be increasingly important. They will also be second nature to us. As former United States Secretary of Education Arne Duncan has said, "In the 21st century, a quality education is an international education."

Wellesley has a deep history of being globally focused—our first international student came to Wellesley from Japan in 1888—and we have long been a forerunner in building partnerships around the world. In 1906, we established one of the earliest programs in this country that enabled Chinese students to study at Wellesley, and we proudly note that Mayling Soong Chiang 1917 (later known as Madame Chiang Kai-shek) and Bing Xin M.A. '26, one of China's most celebrated writers of the 20th century, are Wellesley graduates. Today, about 12 percent of our students are international, and we benefit from strong partnerships with the Davis-United World College Scholars Program and the MasterCard Foundation, both of which help bring students from around the world to Wellesley.

We also bring Wellesley to the world, whether through study abroad opportunities—more than half of our students study outside the United States, compared with less than 10 percent of undergraduates nationally—or through faculty-sponsored international programs. Such programs include Wintersession trips this past January to Nicaragua, Germany, and the southern Balkans, as well as our longstanding program at Lake Baikal in Siberia. Today we teach 15 languages, more than any other liberal-arts college in the country. Additionally, as I have previously written in these pages, the Madeleine K. Albright Institute for Global Affairs at Wellesley, which just completed another successful Wintersession program, is a model for a global approach to the liberal arts.

We also bring Wellesley to the world through partnerships that ensure our strong presence across the globe. In 2011, we partnered with the London School of Economics for "London Calling," the first in a series of global forums to advance women's leadership. In 2013, we joined with Peking University for a similar purpose. Today, we are planning a collaboration with Ashoka University, a new, selective liberal-arts college in India.

I write this column having just returned from visiting alumnae in London, where there is a strong and loyal Wellesley presence. It was our first city abroad where we launched our Campaign to advance the Wellesley Effect—the positive, lasting effect that Wellesley has on women and, therefore, on the world.

Wellesley has a strong global presence—a presence that is amplified by the many alumnae who live and work abroad, and by our alumnae clubs around the world that connect Wellesley graduates to each other and to the College. I am reassured to know that, no matter where I am in the world, I do not have to go too far before I bump into a smart, dedicated Wellesley woman.

H. Kim Bottomly

'Over the past nine years, I have come to expect such Wellesley "sightings" everywhere I go. That's because Wellesley is everywhere.' — H. Kim Bottomly

Window ON WELLESLEY

KATHLEEN DOOHER

STORY SHARING

LAST OCTOBER, Maud Hazeltine Chaplin '56 and Lisa Scanlon Mogolov '99 climbed into a silver Airstream on campus and stepped back into the 1950s. The trailer housed a mobile recording studio where StoryCorps—known as "America's oral-history project"—was collecting Wellesley stories from alumnae, students, and faculty.

In their 40 minutes before the microphones, Chaplin, a retired professor of philosophy, and Mogolov, a senior associate editor of this magazine, discussed topics ranging from early student activism (the class of '56 wanted an African-American commencement speaker) to Sophomore Father's Day. Chaplin recalled shopping for corsages for a father-daughter dance with her roommate's dad—who happened to be Nelson Rockefeller, future vice president of the United States. Mistaken for a florist in a shop in the Vil, Rockefeller played along and whipped up a flower arrangement.

Eighteen interview groups recorded their stories on campus and in New York City last fall as part of the launch of the Campaign to advance the Wellesley Effect: a former College president and her Pulitzer Prize-winning sister; a grandmother, mother, and daughter (all alumnae); business leaders; and many more.

Since its founding in 2003, StoryCorps has recorded more than 60,000 interviews with more than 100,000 participants from all walks of life. It is the single largest collection of human voices ever gathered, and the Wellesley stories will join this group being housed at the American Folklife Center at the Library of Congress. All of the Wellesley interviews will also be part of the College archives, and a selection will soon be available at campaign.wellesley.edu.

—Alice M. Hummer

Alumnae are invited to share their stories through the StoryCorps mobile app. Download the app from storycorps.me, and email publicaffairs@wellesley.edu for login information.

IN PERSON

ON THE ROAD TOGETHER

Zilpa Oduor '18

RICHARD HOWARD

"I am an immigrant," said Zilpa Oduor '18 during her presentation, "Refugee Resettlement: The Road to Self-Sufficiency," at the 2015 Tanner Conference. Established through the generosity of Estelle "Nicki" Newman Tanner '57, the conference celebrates the relationship between the liberal-arts classroom and student participation in off-campus experiences around the world. Last fall marked the conference's 15th year.

Oduor discussed her experience as a summer intern in the Albany, N.Y., field office of the United States Committee for Refugees and Immigrants (USCRI), which provides services to newly arrived refugees, organizing community orientation and job readiness programs for them.

Resettlement is a difficult path, Oduor explained to the Tanner audience, with multiple roadblocks, including language barriers, lack of work experience, and for some, post-traumatic stress from the effort of reaching the U.S.

Oduor traveled a similar road in 2009, moving from Kenya to the U.S., and resettling with her parents and two older brothers in Albany, where she entered eighth grade.

"We were standard economic immigrants, not refugees," she says. "My dad came to school here to study electrical engineering."

For the teenage Oduor, the transition from Kenya to upstate New York was anything but easy. "For the longest time, I just hated it," she recalls. By high school, however, she had found her niche, getting involved in Model U.N., organizing blood drives, and excelling academically. For a time, she was the face of Albany High School, appearing on posters, buses, and billboards representing her school district.

Oduor says that after six years, the U.S. is starting to feel comfortable, if not entirely like home. "I always say that I'm from Kenya, but I live in Albany. I strongly identify with my Kenyan roots still, even though now I hold an American passport."

During her USCRI internship, Oduor helped refugees, many of them Syrian, get settled by shopping for food, setting up apartments, and developing employment plans. She often found herself riding buses with her clients, helping them learn to navigate the city.

"I think that I became the person that I wished had been there for me," she says. "When I started working with refugees, they became my friends, because I had wanted a friend to check on me, and just say, 'Hey, Zilpa, how are you doing? How are you adjusting to life in the U.S.?' And finding that person was very hard."

She says that the ability to empathize with refugees is key to successfully helping them. "I don't think it matters what sort of demographic you come from. What matters is having the compassion, the mercy, and the idea that, in other circumstances, that person could be me. I know that, if something had happened in Kenya, for example if the post-election violence in 2007 had escalated more, I would have been the refugee."

A lightbulb moment for Oduor happened when she was having lunch with a USCRI staffer last summer. She asked him why he did the work. "I'm here to be part of the justice," he said.

Where does Oduor's own passion for justice come from? "I credit most of it to my grandmother," she says. "My grandmother was also named Zilpa. She passed on my 10th birthday. I think watching how she interacted with people—she lived in a village—and seeing the love she had for people and her faith in the ideal that everything could be better. I think I caught on to the fact that maybe there is some strange calling to follow in those footsteps."

Those footsteps led Zilpa Oduor to USCRI last summer. And as she said during her Tanner presentation, "On the road to self-sufficiency, you don't walk alone."

—Catherine O'Neill Grace

'When I started working with refugees, they became my friends, because I had wanted a friend to check on me, and just say, "Hey, Zilpa, how are you doing? How are you adjusting to life in the U.S.?" And finding that person was very hard.' *— Zilpa Oduor '18*

College Augments Multicultural Space

WITHIN MINUTES of the campus email announcement, social media was buzzing.

"New multicultural space!"

"We did it y'all. Look at kbot's email!"

"@Wellesley announces plan to enhance multicultural spaces on campus. Important step in the right direction."

The announcement prompting the online flurry came in early December from Wellesley's president, provost, and interim dean of students: that the College would be converting Acorns, the former residence of the dean of students, into multicultural space, and would enhance Harambee House—all with the intent of creating a network of such spaces in the Tupelo Lane area of campus.

Acorns, a midcentury modern building located on the lake next to Harambee House, will provide meeting and event space for student gatherings; offices for advisors to students of Asian descent, Latina students, and LGBTQ students; a kitchen; and a limited amount of storage space. Harambee House, which will remain focused on students of African descent, will receive repairs and upgrades to its lower level. Work was slated to begin early in second semester, with renovations completed no later than the opening of the 2016–17 academic year.

Students have long sought such a step. "It has been a continuous effort since the 1970s to secure a multicultural space, and it is important to remember that [this] is a direct result of student activism and labor on this campus," says Multicultural Affairs Coordinator Ananya Ghemawat '17. "Countless individuals … have protested, demonstrated, and fought for this." The President's Commission on Ethnicity, Race, and Equity, constituted by President H. Kim Bottomly in January 2015, also added its voice to the chorus calling for multicultural space.

"People from disenfranchised groups often get messages—you can call them microagressions—about whether or not they belong or whether or not they're accepted," says Robin Cook-Nobles, dean of the Office of Intercultural Education and director of the College's counseling services. "So let's say you're a member of a disenfranchised group and you're out in the world and someone asks you a question and you feel different by that question being answered. It takes some psychological energy."

Though every person is different and has different needs, Cook-Nobles adds, the ability to be in a space with individuals who share common experiences and identities is "like going home. You can just relax and be yourself … and not feel like you've got to answer … or defend or educate. People can get renewed to do what they need to do."

Programming for the space and how it will be used will be developed by students and their advisors, says Interim Dean of Students Adele Wolfson. Many different student organizations will be using the space, necessitating concurrent events and meetings. Storage is also limited. Wolfson acknowledges the need for additional multicultural space in the future. After gauging how Acorns functions, "we'll work out what other kinds of spaces are needed," she says.

"We know it's not perfect," Cook-Nobles agrees. "The other areas that need to be addressed—we need to give it more thought. But we don't want to lose the progress or the momentum. … We should celebrate this."

—Alice M. Hummer

RICHARD HOWARD

In December, the College held an open house at Acorns, the former residence of the dean of students, so students could envision how it might work as a multicultural space.

COMPENSATION FOR STUDENT LEADERS

WELLESLEY'S 65 residence assistants (RAs) and 15 house presidents (HPs) do crucial work for the community: They help open the College at the beginning of the school year, plan programs to build community in the residence halls, take the lead on roommate mediation and conflict resolution, and many other day-to-day tasks. When the 2016–17 academic year starts, for the first time ever, they will be paid for this important work.

"Having them there is absolutely essential. And because they are so essential, they need to be paid," says Interim Dean of Students Adele Wolfson, who announced the approval of the student leadership stipend program late last fall. "We have students who would love to [be HPs or RAs], but can't afford to because they need to make money. … I certainly hope that [the new stipend program] will increase the size and diversity of the pool of students wanting to do this work."

The stipends will be paid to students in four installments over the year. The total amount of the stipend is $2,100 for first-time RAs, $2,200 for returning RAs, and $2,300 for HPs.

"The decision is the result of the culmination of many years of student advocacy, including nearly two of my own, but extending back several generations of hard-working student leaders before me," says Suzanne Barth '16, HP of Severance Hall and a member of the student/staff committee that proposed the stipend program. "The decision to compensate student leaders is nothing short of momentous for all Wellesley students, as the opportunity to be a student leader will now be extended to those who previously could not afford to do the job for free."

—Lisa Scanlon Mogolov '99

Celebrating the Big W

IT WAS AN EVENING of transformation if there ever was one.

A place for running, sweating, and shooting hoops became an elegant party space, bathed in blue and red light. Students traded skinny jeans for long flowing dresses. And alumnae shed business casual for sparkle and silk.

Nearly 600 people gathered in the Dorothy Towne Field House in late October to celebrate Wellesley's impact on the lives of generations of women—and on the world. With this gala launch of the $500 million Campaign to advance the Wellesley Effect, the College set its sights on an even broader reach and a deeper impact.

Speaking to guests at dozens of candlelit tables, President H. Kim Bottomly said, "In thousands of ways, in every corner of the world, Wellesley is a transformative force for tangible good.... With the launch of this campaign, we are doing nothing short of challenging ourselves to be at once the premier college for women and a global center of women's leadership."

To this end, Provost Andrew Shennan announced a joint gift from two alumnae for $50 million that sets in motion Wellesley's new College to Career Initiative. Harnessing the power of the alumnae network, C2C will comprehensively reimagine the College's career services function. (For more on its new executive director, Christine Yip Cruzvergara, see "Connecting College and Career," at right.)

Shennan added that the gift is intended to bring Wellesley to the world in a more pronounced and intentional way. "It will enable us to strengthen our voice and influence through the remarkable work of our faculty, students, and alumnae and by forging partnerships around the globe," he said.

"In making this gift, these alumnae are expressing—with great conviction—their belief in Wellesley's mission, and in the imperative of investing in women and women's education as the surest way to improve the world," Bottomly said.

In addition to the gala, the weekend launch celebration included numerous panels of alumnae, faculty, and students on topics ranging from public service to women in STEM (science, technology, engineering, and mathematics) fields. The aim was to "celebrate the story that is Wellesley and the stories of Wellesley women whose experiences characterize the Wellesley Effect," said journalist Callie Crossley '73, who opened the entire event. And then she spoke for many when she gave her take on the Wellesley Effect: "Wellesley is the place that helped me find my voice. Wellesley is the place that set me on a path of speaking up and standing up for what I believe."

—Alice M. Hummer

Videos of the panels and other talks given during the campaign launch weekend are available at goo.gl/6fZjrz. For more photographs of the weekend, visit magazine.wellesley.edu/gallery.

Launch celebrations for the Campaign to advance the Wellesley Effect are taking place around the U.S. and the world. The next event is "The Wellesley Effect—Chicago Style" on April 2 in the Windy City. For coverage of events in New York and London, see page 40.





CONNECTING COLLEGE AND CAREER

A NEW CHAPTER for Wellesley's career services opened last month with the arrival of Christine Yip Cruzvergara on campus.

Cruzvergara, who will serve as executive director and associate provost for career education, has the task of developing the vision for the new College to Career (C2C) initiative. The program will aim to "reimagine how women are introduced to a world of opportunity during their four years and over the course of their lives," President H. Kim Bottomly said in announcing Cruzvergara's appointment. C2C will actively engage the alumnae network and will be supported by the transformational gift of $50 million from two alumnae late last year (see story, left).

Cruzvergara comes to Wellesley from George Mason University in Fairfax, Va., where she was assistant dean and executive director of University Career Services, a 20-person department serving 34,000 students. She has also held positions in career services and student life at Georgetown, George Washington University, and the University of Maryland.

As associate provost, Cruzvergara will be a senior member of the College administration, a strong draw for her. "Wellesley is one of the first institutions to move career services into the president's cabinet," Cruzvergara says. "That repositioning speaks volumes to prospective students and parents, to current students, to employers, and to our colleagues in higher education." She also was engaged by "the culture and confidence of the student population."

Cruzvergara sees career education built around connections and communities—"bringing people together and working collectively … to [create] programs that illuminate the unique strengths of Wellesley and help to prepare and lead Wellesley women into the world so they can contribute their talents to making a difference." In her first year of reorganization, she plans a comprehensive listening tour—students and alumnae, employers, faculty, trustees, and more—to parse out key themes that will help shape the vision, mission, approach, and organizational structure of the nascent C2C program.

—Alice M. Hummer

PHOTOGRAPHY BY RICHARD HOWARD

Above, top row: Lulu Chow Wang '66 introduces a session during the campaign launch weekend; dinner guests at the opening gala; Linda Cozby Wertheimer '65 explores the campaign goals on a touch screen. **Second row:** Cameran Lougy Mason '84 leads an alumnae panel discussion on leadership; Janet McDonald Hill '69 discusses the Wellesley Effect.

WELLESLEY AWAY

In Search of Fluency and Falafel

NAME: Aathira Chennat '17
MAJOR: Economics and Middle Eastern Studies
HOMETOWN: Ann Arbor, Mich.

NAME: Laurel Wills '17
MAJOR: Cognitive and Linguistic Science
HOMETOWN: Acton, Mass.

PROGRAM: Middlebury Schools Abroad, Amman, Jordan

WHAT DREW YOU TO THE JORDAN PROGRAM?

Chennat: I had always been interested in Middlebury Language Schools for the language pledge. This pledge requires that we speak only the language of focus for the duration of the program. Fluency in Arabic is a lifetime commitment, but I know that Middlebury in Jordan is a step in the right direction.

Wills: My main goal for the semester is to improve my Arabic. I was drawn to the Middlebury program because of its academic rigor and the language pledge. I may have also had falafel in mind when I was filling out the application.

WHAT IS YOUR ACADEMIC PROGRAM LIKE?

Chennat: The Middlebury Language School in Jordan uses the University of Jordan's facilities. All of our classes are taught in Arabic. We take four classes: Modern Standard Arabic (MSA), Amiyya (Jordanian Dialect), and the other two being electives, I chose Arabic to English Translation and Political Issues in the Middle East. My classes and professors are wonderful!

WHERE ARE YOU LIVING?

Wills: I live with a host family in Amman, which is an adventure in and of itself. While it is challenging to integrate myself into their daily routine, the constant linguistic and cultural immersion is incredibly rewarding. The homemade food is also a delicious bonus.

WHAT ACTIVITIES ARE YOU INVOLVED IN?

Chennat: Two other students and I are volunteering at a school for blind and mentally impaired children. I really struggled with my language skills at first, as I had no visual aids (facial expressions, gesturing, etc.), and until I started volunteering there, I hadn't realized just how much I depended on such tools to communicate—not only in my shaky Arabic but in English, as well. Language aside, I have gotten to know the children, and they are always so excited to play with us and ready to participate in our lesson plans.

We usually sing a song for them, and then teach them a short song that we all sing together. Music is an extremely important part of my life at Wellesley (I am a member of the Blue Notes), and I definitely felt the loss for it throughout this semester abroad. So, these 30-minute lessons have been a wonderful means of filling that gap while simultaneously engaging the kids in a new and exciting way.

WHAT IS YOUR FAVORITE PART OF THE DAY?

Wills: Hanging out with the students from the University of Jordan who serve as our mentors. They help us navigate both city streets and cultural differences. We hang out after classes and play cards or work on homework together or just hang out and talk. I can't say I have a least favorite part of my day other than waking up at 7 A.M. for class.

WHAT SURPRISED YOU MOST ABOUT LIFE IN AMMAN?

Chennat: Amman is an interesting mix of Arab, Muslim, and Western influences. I spent this past summer in Tangier, Morocco. It is interesting to see which components are present in both cultures—for example, the café culture—and find others that are integral in one culture and practically nonexistent in the other, for example, the hammans/public baths in Morocco. Some days, I walk around Amman and feel as if I'm in a city in the United States, and other days I know that I could be in no other place than the Middle East. This city keeps me guessing.

—Alice M. Hummer

RICHARD HOWARD

Marching for Change

AT THE END of last semester, a large group of students marched on the president's office, both in solidarity with students at the University of Missouri and other institutions and to express their concern about issues of race, inclusion, and equity at Wellesley. Wearing black and chanting "Black Lives Matter," they met with senior administrators and shared their own experiences of feeling excluded and marginalized. They called for increased recruitment and retention of both faculty and students of African descent, better mental-health resources, and the establishment of a racial and ethnic sensitivity curriculum.

"Recent events around the country and on our own campus have made clear that more work remains to be done if we are going to serve our students in the best possible way—a way that ensures that they all feel respected, valued, and included as members of our community," President H. Kim Bottomly told the faculty not long after the march. At press time, Bottomly and Interim Dean of Students Adele Wolfson were planning to meet with students early in the spring semester to discuss how they can address these issues together.

—Alice M. Hummer

UNRAVELING A MYSTERY

Tapestry ("Famous Lovers")
Unknown (Flemish)
16th century
Wool and silk weft on wool warp
with linen backing
169 3/4 in. x 105 in.
Gift of Mr. and Mrs. Galen L. Stone, 1924

Everyone loves a good mystery. The curators of the Davis Museum had long been curious about eight rare tapestries in the collection that had been resting quietly in storage for decades. Very little was known about their condition or how they had been acquired. They were too large and fragile to display. Last autumn, temporary space opened up in the museum's main gallery, enabling the curators to unroll, document, and share these tapestries with visitors.

The 16th-century Flemish tapestry shown here, dubbed "Famous Lovers," is among the oldest and best preserved of the collection. It depicts 20 figures from Greek mythology and biblical legend, many of them grouped in pairs. At the center are Medea and Jason, dressed in the ornate robes of Flemish nobility; they're surrounded by other couples whose relationships "ended badly, either in betrayal or death," says curatorial assistant Alicia LaTores. These include Paris and Helen, Narcissus and Echo, and Hercules and Deianira.

We can only wonder if the artist's choice of subject—doomed couples—was meant to tell us something about the folly of love. LaTores says the tapestry may have carried a superscription that explained its theme, but the top part of the textile may have been cut off. (Tapestries were often resized by their owners and given new borders.)

"It seems like a complete piece, but if you look closely, you wonder what else was on it," she says. "We've lost a lot of the meaning over time."

What has not been lost are the vivid colors and richly textured weaving. This piece was made at the height of tapestry production in mid-1500s Brussels, which was a center for the wool trade. To make a tapestry, an artist in a Brussels workshop first painted the image to be depicted and then a "cartoon" was made that enabled master weavers to translate the design to the loom.

Aristocratic families commissioned tapestries to trumpet their wealth as well as to block the cold in their drafty castles. They rotated tapestries based on the season and to mark special occasions. You can imagine the "Famous Lovers" tapestry occupying pride of place in a royal anteroom or being given as a wedding present. No one can say where it hung all those centuries before it was purchased by benefactor Galen Stone and his wife as a gift to the College. But then, imagining its colorful history is half the fun.

—April Austin

A TEAM'S HEARTBEAT

CHELSI SCOTT '16, the senior captain of the Wellesley basketball team, is a quintessential leader. She leads her young team, and she is on the executive board of the college's Student-Athlete Advisory Committee (SAAC), an organization that acts as the voice of student-athletes in the governance of intercollegiate athletics.

"She's a Midwestern kid," says head basketball coach Jennifer Kroll. "Chelsi comes from a great family. She's a really caring individual, and that comes across in her relationships with everyone."

As a tall post player on a smaller team, Scott saw significant minutes in her first year at Wellesley. She became a steady presence offensively and defensively during her sophomore season, which featured an 11-game winning streak by the Blue. Scott shone her junior year: She was second on the team in points scored and rebounds; she shot 42 percent from the floor; and she led the team in steals.

This season, Scott's the captain of a team that only carries three upperclassmen on the roster. Kroll calls Scott "the heartbeat of our team," and notes that Scott's teammates respect her for her work ethic and for her ability to build connections with people. Scott says that she leads from a "bottom-up approach, rather than a top-down approach." She explains, "I try to figure out how individual teammates are motivated, and have real conversations with my teammates about what they want out of the season. I try to have our goals come from them."

Scott has served on SAAC for three years—first as a member of the Blue Pride Committee, which raises campus support for athletics and celebrates Wellesley's athletic teams, and now, as one of two members of the SAAC executive board, which oversees the entire committee and its several subcommittees. "Our goal is to make SAAC more visible on campus," she says. "We do a lot behind the scenes, but I really want to branch out and work with other organizations on campus."

After she graduates from Wellesley, Scott, a psychology major, plans on studying for her doctorate in sports psychology. "Last year, I was sitting down and speaking with my mom, and we talked about how I love helping people and how I also love sports, and sports psychology came to mind," she says. "It's really something that I would love to do—and, it sounds like something that I already do. As a captain and a leader through SAAC, I try to help people as much as I can, and I always try to be there for people that need someone to talk to, or need help or advice."

—Rebecca Binder

RICHARD HOWARD

BY THE NUMBERS / READING PERIOD & FINALS

5
Days in reading period

90
Seconds—the duration of the primal scream

9
Therapy dogs on campus before exams

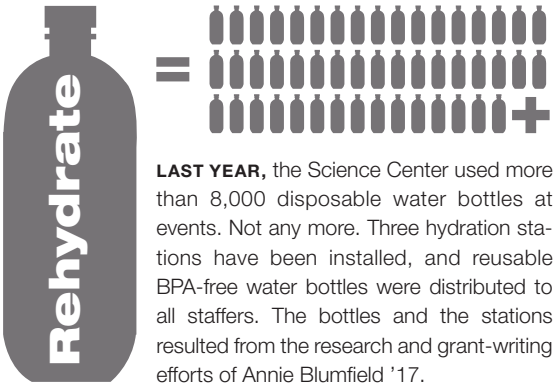
25
Events offered on the "Take a Break" calendar—from baking to aromatherapy

3,045
Self-scheduled exams handed out by registrar's office

F.C.O.

REPORTS FROM AROUND CAMPUS

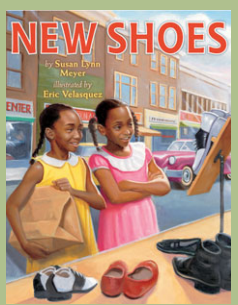
College Road



LAST YEAR, the Science Center used more than 8,000 disposable water bottles at events. Not any more. Three hydration stations have been installed, and reusable BPA-free water bottles were distributed to all staffers. The bottles and the stations resulted from the research and grant-writing efforts of Annie Blumfield '17.

ELLA MAE'S SHOES

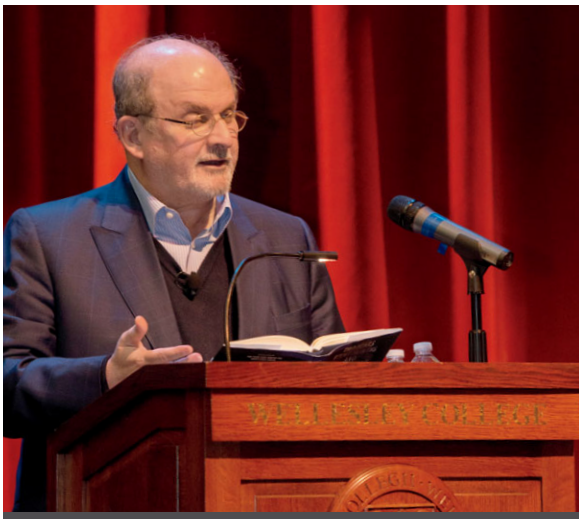
SET IN THE SEGREGATION-ERA SOUTH, English professor Susan Lynn Meyer's children's book, *New Shoes* (Holiday House), tells the story of Ella Mae, an African-American child who comes face to face with discrimination when she wants to try on a pair of shoes. Into the 1960s, in the South and many other places around the country, black people were not allowed to try on clothes, hats, or shoes before buying them. "When I was a kid, I often said furiously, 'It's not fair,' about one thing or another. That's the response I am hoping to evoke in young readers," Meyer says. The book was nominated for an NAACP Image Award.



OVERHEARD

"When you're a bio major looking for a warm and quiet place to work, you hide in the greenhouse surrounded by your plant allies."

—@notmitosis
(Esther Jaffee '19)



RICHARD HOWARD

Visit from a Truth Teller

WHEN SIR SALMAN RUSHDIE came to Wellesley for the Susan and Donald Newhouse Center for the Humanities' Distinguished Thinkers series in November 2015, it was standing room only in Alumnae Hall. He began the evening reading from his new book, *Two Years Eight Months and Twenty-Eight Nights,* but generously spent much of the evening in a humorous and relaxed conversation with Newhouse Center director Anjali Prabhu and answering students' questions. Responding to one student, he declared: "The business of writing is to try to tell the truth, just to try to tell as much truth as possible. But I don't have solutions. Any two-bit politician has solutions. It's not really the business of art to offer solutions. But it may be much more to find interesting ways of stating the problem…."

FOCUS ON FACULTY

'One of the things I love about teaching is that it really forces you to know the concepts in and out.' —Oscar Fernandez

Math for Everyone

How long has Oscar Fernandez been a math teacher? Pretty much all his life.

"I remember in fourth grade having a bunch of kids crowding around me because I was the best at long division," he says. "I would do long division of big numbers and do it fast. Even from a very early age, I have memories of helping students. Throughout high school, I was a tutor. When I got to college, I was a teaching assistant."

Today, Fernandez is an assistant professor of mathematics at Wellesley. Last fall, he published a well-reviewed book, *Everyday Calculus: Discovering the Hidden Math All Around Us*, which reveals the calculus concepts hidden throughout a typical day.

"One of the things I love about teaching is that it really forces you to know the concepts in and out," he says. "Every student has a particular way of thinking about something, so it forces me to know how to express the concepts in very different, yet equivalent, ways."

This flexible approach to pedagogy has characterized Fernandez's work since he joined the faculty in 2011. In 2012, he collaborated with Stanley Chang, professor of mathematics, to start the Wellesley Emerging Scholars Initiative (WESI) to encourage persistence and help underrepresented students complete their calculus courses. The program is optional and not for credit ("They get food," laughs Fernandez). It uses problem-based learning to help students work collaboratively. They engage with challenging problems in small groups, with faculty available to provide informal mentoring.

WESI, says Fernandez, "has been really successful in terms of grades for students, and in terms of other metrics like self-reporting attitudes toward math and confidence. We've even heard from other faculty who teach these students. They'll drop by and tell us, 'So-and-so was really raising her hand this morning, and she was answering questions.'"

After its launch, the program received three years of funding from the Mathematical Association of America, which ends this spring. Happily, says Fernandez, "the provost has generously agreed to institutionalize the program going forward. The budget is small, yet it has a big impact. It's a huge return on investment."

In fall 2015, WESI was named a "Bright Spot in Hispanic Education" by the White House Initiative on Educational Excellence for Hispanics, which honors programs designed to close the achievement gap for Hispanic students.

Fernandez, the son of Cuban immigrants, was a first-generation college student. He holds a B.A. and B.S. from the University of Chicago and a Ph.D. from the University of Michigan.

"My father was a cab driver. He passed away when I was about 10," Fernandez says. "My mother is a nursing assistant. I come from a family of very curious people. There were always questions going back and forth, and interesting discussions on a lot of things. They were not highly educated parents, but they were highly intrigued by the world parents. That's where I got some of my habit of asking why, why, why."

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By making challenging problems intriguing, WESI aims to turn the remedial model of teaching underrepresented students on its head.

"There's a lot of research about the benefits of making programs not remedial. Maybe we shouldn't offer remediation up front. Maybe we should challenge students first," says Fernandez. "Whether [underrepresented students] are racial minorities or from low economic backgrounds, you already feel like you're an outcast in some sense, and here you are being told that you need remediation. It's a double blow. If you challenge students, that tends to generate engagement. You get buy-in. Then, if they do need remediation, it's just part of the process. It's not the focus. I really think that's key to the success of the program."

That, and asking why.

—Catherine O'Neill Grace

Museums in the Age of Globalism

PEGGY LEVITT, professor of sociology, wrote *Artifacts and Allegiances: How Museums Put the Nation and the World on Display* with a broad audience in mind. "I hope my insights will be helpful as cultural institutions around the world struggle to become more relevant in the 21st century," she says. "The people these institutions bring inside their doors must look more like the people that are outside them."

Currently, the two sides bear little resemblance. Ethnic minorities represent only 28 percent of staff members in American art museums—most of whom work as janitors or security guards—and less than 10 percent of museum visitors.

That discrepancy, along with Levitt's extensive research on transnational migration, inspired the book, which has been praised by the *New York Times*. "When I studied the experiences of Brazilians, Indians, Pakistanis, Dominicans, and Irish folks who moved to the United States, many lived their lives across borders, meaning that they voted, prayed, and invested in their homelands at the same time that they ran businesses, bought homes, or joined the P.T.A. here," she says. "But the education system, pension system, and health care that supported them was always national, even though their lives were not."

"This is where museums come in," she says. "They have always helped create nations and spread national values, and in today's global world, they can create global citizens, too."

As Levitt studied museums in Europe, the U.S., Asia, and the Middle East, she realized they all fall somewhere along a cosmopolitan-nationalism continuum. "Some museums place a greater emphasis on the global while others err on the side of the nation," she says.

Museums in Sweden, for example, explicitly aim to create global citizens because leaders and curators there believe that being globally engaged is a worthy goal in and of itself and will also produce a stronger nation. "The focus on the global also allows them to sidestep the black spots on the nation's history they would rather not discuss. So they have exhibits about migration, eco-fashion, and climate change," Levitt says. In Denmark, similar materials tell a story that

RICHARD HOWARD

reasserts the national. Objects from the Bronze Age in both countries are used to tell very different narratives.

Cultural institutions in most countries are an underutilized tool in the struggle to create successful diverse societies. "They will not solve the problems of inequality or social injustice alone, but they can help people embrace diversity, whether it be next door or across the globe," she explains.

—Elizabeth Lund

POP QUIZ

A New Look at Antiquities

WE CAUGHT UP WITH Assistant Professor of Art Kimberly Cassibry about what's new in antiquities and the art department.

You study commemoration in the ancient world. What does that encompass?
My dissertation was on arch monuments, which are inaccurately known as triumphal arches. They could be commissioned to commemorate any kind of event: funerary monuments, religious dedications. Something like 800 of them survived from the Roman Empire. Most of them are in the provinces, so it's a really good gauge of what was of interest to the provinces at a particular moment.

Can you give an example?
There's a fascinating arch monument from Mainz, Germany, that was set up by a local town councilman for the god Jupiter, and this was probably the third century C.E. It was nothing at all like any arch monument ever erected in Rome. So the idea that the freestanding arch is an effective monument spread out to the provinces, but then the provinces did what they wanted with them.

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Tell us about Antiquities Today, the seminar you're co-teaching this spring with Bryan Burns from the classical studies department.
Because the Davis Museum is about to be reinstalled next fall, and a lot of the antiquities that have been in storage are going to go into new Mediterranean antiquities galleries, we decided we would team-teach this course and look at recent reinstallations of antiquities collections, especially controversial ones. So we're going to have four case studies, and the Parthenon marbles in the Acropolis Museum [in Athens] will be one of them. We'll debate who owns antiquities, whether or not they're authentic. At the same time, students will be researching objects in the Davis's collection to prepare them to go back on view.

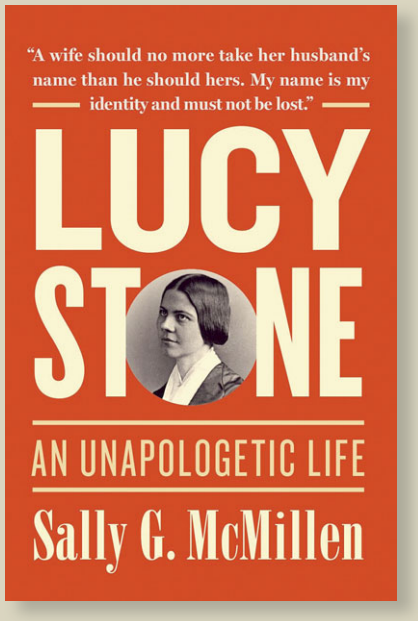
You also teach the introductory art history course, ARTH 100, which last fall was updated for the first time in many years.
What we're experimenting with is changing the format, so rather than a big lecture course, there are [four] small courses all working with the same syllabus. … Rather than being organized chronologically, we're organizing it thematically, and focusing on ways of understanding images. So [in one lecture], we were talking about iconoclasm. [For example,] iconoclasm related to the destruction of the [Bamiyan] Buddhas in Afghanistan. Then we also talked about iconoclasm related to *The Sleepwalker* [by Toni Matelli] on campus and that controversy, to bring it home a little bit. … We want the course to continue to be one that all Wellesley students want to take. We have a much different student body today, and they have a very different learning style, so we're trying to create a class that's going to make a difference for students who are on campus now.

—Lisa Scanlon Mogolov '99

Shelf*life*

Reviews of books by Wellesley authors

A Name Worth Keeping



SALLY GREGORY MCMILLEN '66
Lucy Stone: An Unapologetic Life
Oxford University Press
333 pages, $29.95

If suffragist Lucy Stone's name is recalled at all, it's likely because she kept it when she married, as an act of rebellion against women's second-class status in 19th-century America. Because women had no rights to divorce, custody of children, wages, or property, Stone resisted marriage until Henry Blackwell promised her an equal partnership.

Stone's entire life was an example of hard-won independence. Born in 1818, this hard-working Massachusetts farm girl saved her teacher's salary to pay for a rare college education. She was among the first women to graduate from Oberlin, the only college then admitting blacks and women. She traveled across the north, as an agent for abolition and women's rights, both radical concepts in the 1850s. After the Fifteenth Amendment enfranchised black men, she led the American Woman Suffrage Association to win another constitutional amendment for woman suffrage and published *The Woman's Journal*, the major newspaper covering the women's rights movement.

Lucy Stone was petite, commanding, formidable—and forgotten. Her former friends, Elizabeth Cady Stanton and Susan B. Anthony, became rivals, founders of the National Woman Suffrage Association. They excluded her from *The History of Woman Suffrage*, a primary source for future historians. Nor, as Sally McMillen notes in her introduction, is Stone included in Adelaide Johnson's sculpture of suffragists Stanton, Anthony, and Lucretia Mott, now in the U.S. Capitol Rotunda.

Until they uncomfortably merged in 1890, members of these competing suffrage associations debated which was the first women's rights convention (Seneca Falls, N.Y., in 1848, organized by Stanton, or Worcester, Mass., in 1850, attended by Stone) and whose strategy was most effective (federal versus state action). Their list of mutual grievances foreshadows the schisms that would undermine contemporary feminist campaigns.

Davidson College professor McMillen has crafted a thoroughly researched, graceful, and engaging biography. And Stone is worth recalling, not only for her relentless pursuit of equal rights but also, and equally interesting, for her struggle to balance a public life with marriage,

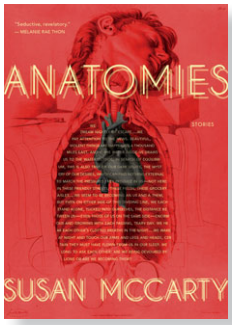
Continued on page 76

Written On the Body

Susan McCarty's debut collection of stories, *Anatomies*, features tales that often hinge around our bodies, our desires, our needs. Even the cover features a body lying at rest, its chest cavity exposed, the kind one might find in ancient anatomy textbooks. Section divisions are punctuated with similar black and white illustrations. The book, itself a work of art, asks, "Where is the soul located?" The stories point back to ourselves, our hearts, our stomachs, and respond, "Everywhere."

In addition to realistic stories—an SAT tutor who meets with a dead tutee's family, a family going through divorce—we also get exhibits of McCarty's bold experimentation. In one story, a couple's dates are reported using only scientific facts about their bodies—their temperatures, their heartbeats, how their bodies are positioned. A section of flash fiction begins with a story from the point of view of small animals, showcasing how their bodies dictate their hunger and their need for warmth. Other stories explore less likely scenarios or exaggerated premises, including the aftermath of the zombie apocalypse. Attention to the body and the taxonomies of how we feed it ties these disparate tales together.

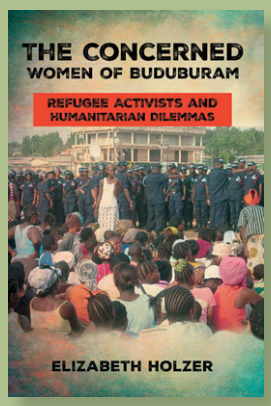
Continued on page 76



SUSAN MCCARTY '99
Anatomies
Aforementioned Productions
247 pages, $16.50

Biblio*files*

Perspectives On the Global Refugee Crisis



Elizabeth Holzer '00
The Concerned Women of Buduburam: Refugee Activists and Humanitarian Dilemmas
Cornell University Press
208 pages, $21

In late fall, as the Syrian refugee crisis deepened, we spoke with Elizabeth Holzer '00, assistant professor of sociology and human rights at the University of Connecticut, about insights from her research. Holzer studies how people re-engage with politics in situations of violence and instability. Her recent book looks at the political life of women in Buduburam, a longstanding refugee camp in Ghana.

What lessons can we learn from your book to inform the response to the global refugee crisis, particularly regarding Syrian refugees?
I see two main lessons. First, it's really easy to look at a refugee crisis and see people as a threat, but this is almost inevitably false. The refugee crises that become militarized are a tiny fraction. And there are even fewer refugees themselves who choose to actually become militant. It is extremely unlikely that any Syrians would come to the United States with interest in being part of a war or terrorism.

Second, it's important to bear in mind that refugee flows are concentrated in the region where the conflict is taking place. The vast majority of Syrian refugees are being hosted in closer countries, like Jordan.

In your book, you talk about the importance of empowering refugees to engage in political action. What are some ways you think governments can empower refugees?
The best host countries can do is start from the position that hosting refugees is a good thing, not a bad thing. Likewise, when you hear of refugees wanting to represent their community, you start from the presumption that it can be productive and their representations are legitimate.

Also, the 1951 Convention on the Rights of Refugees lays out a series of rights, and it's important for host governments to honor those basic rights. If people have rights to get jobs, get education, and have ways to redress grievances, just like citizens, that will go a long way to making refugees feel like valid members of society.

How can people in the United States get involved?
This is now a states' issue, since some governors have made decisions to say they will refuse to host refugees. States tend to be a lot more responsive to citizens, so now is the time to contact local legislators and either express support or urge policy changes. Also, in almost every state there are resettlement agencies that the Department of State contracts with to provide support to refugees. Now is a great time to contact local agencies and ask about how to get involved, such as by picking refugees up from the airport or stocking a new apartment.

You can find information about your state's resettlement agencies here: goo.gl/vJIDXg.

By Robin Miller Nice '07 | Nice practices immigration law with a focus on asylum at McHaffey and Associates in Boston.

Fresh*ink*

❖ **LISA REED ALTHER '66** and Francoise Gilot—*About Women: Conversations Between a Writer and a Painter,* Doubleday

❖ **REBECCA PADNOS ALTAMIRANO '99** and Linda Darling-Hammond, Maria Hyler, and Nicky Ramos-Beran—*Be the Change: Reinventing School for Student Success,* Teachers College Press

❖ **ALICE BARBER '93**—*Blue Butterfly Open: Moments from a Child Psychotherapy Practice,* Readers Press

❖ **MARY CLOSE BEAUFRAND '88**—*The Rise and Fall of the Gallivanters*, Harry N. Abrams

❖ **CARA BERGSTROM-LYNCH '97**—*Lesbian, Gays, and Bisexuals Becoming Parents or Remaining Childfree: Confronting Social Inequalities,* Lexington Press

❖ **MARION BRENNER '66**, photographer—*Outstanding American Gardens: A Celebration of 25 Years of the Garden Conservancy,* Abrams

❖ **SAMANTHA CHMELIK '93**—*Museum and Historic Site Management: A Case Study Approach,* Rowman & Littlefield

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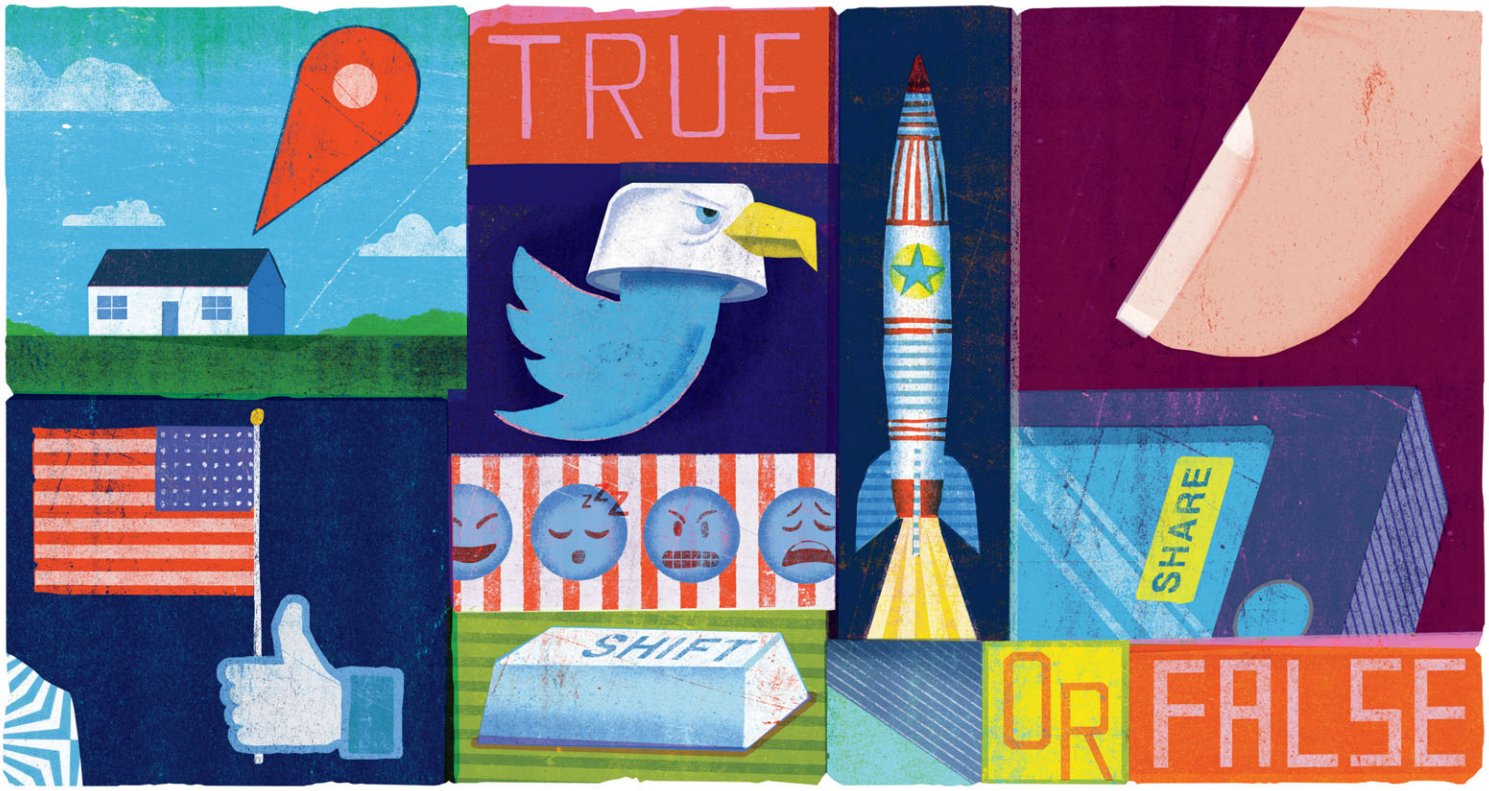
CAMPAIGN 2016: A TEACH-IN

At every turn, the 2016 presidential campaign is setting itself apart from those of years past in huge ways. There are more candidates than space on the debate stages, and there is seemingly endless media coverage, more rhetoric, more money, and more activism. While the country is getting amped up with November in sight, *Wellesley* is hitting the pause button to take stock of some of this election's most significant issues and trends. Six of the College's own are here to help guide you through this unpredictable election. They'll catch you up on how the Black Lives Matter movement and social media are leaving their mark on the campaign, whether the media's role has gotten too large, why it's getting harder to conduct a good poll, and why we're in, as one professor says, "an amazing period in American political history."

Illustrations by Christian Northeast



TAKIS METAXAS

Metaxas is a professor of computer science who researches the way the web is changing the way we think, decide, and act.

Can social media predict the outcome of elections?

What people and candidates say on social media sites like Facebook and Twitter does not predict the outcome of elections. It's maybe a little closer than it used to be, but nowhere close to actually having any predictive power. Traditional polls depend on good representation. Social media is a different species: It's an open forum where anybody can say whatever they want, as they want.

In computer science, we have the so-called incomputability theorem that says there are some things you cannot compute. Even if social media were able to predict elections, there would be so much interest in the influence of these mediums that it would become unpredictable. You know, it's not a real theorem, but it gives us a sense of why it's not going to work.

What [social media] is used for, very effectively, is to cheer your troops, to make them feel really excited, and to make them feel that they have a purpose and that you listen to them, as opposed to just measuring how many [followers] you have. If you like to hear from [a candidate] from time to time, when he or she says we have to do something, it can enhance your desire to support the candidate and make you more likely to go out and volunteer. It can also make you more informed, which is important so that you could have, and win, an argument—which is what we humans care most about.

My current research has to do with a tool [we developed] called TwitterTrails: We have found some remarkable ability in actually figuring out, through the power of the crowd, whether something that is spreading is true or false and what the level of skepticism is. It's based on the idea that when people are not emotionally charged, it's unlikely that they will try to fool you. They might either choose not to repeat what you said and not propagate it further, or they might question your motives and insert some kind of skepticism. But when it comes to elections and politics, that's not the case. We see huge polarization for the American elections.

You can also expect a lot of excitement on social media just before the elections. If you spread a lie just two days before elections, chances are it's going to work. So I am sure there are zealots out there who are designing their strategy. In particular, they try to do what we call micro-targeting—try to find the 40-year-old who lives in a contested area of the country, and try to influence that person.

What are you watching for 2016?

It is early to make any kind of prediction on 2016, but we are collecting data. More generally, I'm curious to see how the large field shakes out. I'm interested in trying to study the moment in which suddenly, a candidate will start rising above the rest. I'd like to know how these changes might be represented in the way they communicate, and I'm interested in knowing what contributes to that moment. I suspect it's going to be some national news or event, but it could be something else.

—Interview by Amita Parashar Kelly '06

Kelly is a digital politics editor and producer for NPR in Washington, D.C.

TwitterTrails, developed by Metaxas and his colleagues, evaluates the veracity of information being spread via social media by evaluating the answers to six important questions. You can learn more at twittertrails.wellesley.edu.

HAHRIE HAHN

Hahn, associate professor of political science, researches civic and political engagement, as well as environmental politics.

Is field organizing making a comeback?

In the 19th and early 20th centuries, campaigns were focused almost entirely on field organizing, because that was all they had. There was no direct mail. There was no television advertising. If you ran a campaign, you basically pounded the pavement.

Around the mid-20th century, TV became a bigger force in politics. In the late 1970s, we saw the advent of direct mail. All of a sudden, mass communication was reaching lots of people more inexpensively and easily than going door-to-door. TV ads became much more popular, and a lot of campaigns focused on trying to raise the dollars they needed to buy big ads or send out mailers.

Around 2000, campaigns started asking whether all this mass communication was having the impact they really wanted. If you look at the research, TV ads might have an effect in the first day or two after people see them, but the effect wanes quickly. Republicans were really leading a lot of the work on this shift [back to field organizing] in 2000 and 2004. In 2004, they had a big volunteer operation, trying to get out the vote in the last few days of the campaign.

When Barack Obama came along in 2008, his campaign rode this growing wave of greater interest in field organizing. And Obama himself had this background as a community organizer. The campaign was able to effectively meld principles of community organizing into an electoral context in a way that hadn't been done before.

When the Obama campaign first got on the ground in Iowa, they realized if they used the usual campaign tactics that everyone uses—identify the party faithful in Iowa, have Obama do sit-downs with them, and then try to get them to support the candidate in the caucuses—they were going to lose because Hillary Clinton had the entire Democratic Party pretty much wrapped up at that point. So in the 2008 primary, all the different primary states became little laboratories of experimentation. What the campaign found was that the strategies that were most effective were from community organizing—relying on volunteer leaders, developing the commitment and leadership those volunteers, and then using them to organize their neighbors in their own community. The whole philosophy behind the campaign was that, win or lose, they were going to leave something behind in the community. So it wasn't just that they wanted to get Obama elected, which of course they did, but at the end of the day, they wanted to have an infrastructure of volunteer leaders and activists developed through the campaign that would remain in the communities.

What are you watching for 2016?

What I've been watching, and will continue to watch, is the development of [each candidate's] ground game. Where are campaigns putting their field offices? How many field offices are they putting in? How are they stacking up? What is the extent to which they're relying on staff to run their field campaign versus trying to recruit volunteers?

—Interview by Amita Parashar Kelly '06

'What I've been watching, and will continue to watch, is the development of [each candidate's] ground game. Where are campaigns putting their field offices? How many field offices are they putting in? How are they stacking up?'

—Hahrie Hahn

MICHAEL JEFFRIES

Jeffries is an associate professor of American studies whose research focuses on race, gender, politics, identity, and popular culture.

Is "Black Lives Matter" activism making a difference in campaign 2016?

One thing you've seen already is a greater willingness to address criminal justice and punishment reform than we've seen in previous election cycles. This is a direct result of the activism around the Trayvon Martin murder, the Eric Garner murder, Ferguson protests, the nonindictment of Darren Wilson, all those things.

Everyone understands that all lives are valuable. But what Black Lives Matter activists are calling to our attention is that there are specific injustices or problems that the black community is suffering from that other communities are not in the same way. To have someone like Bernie Sanders affirming black lives matter, speaking the name of Sandra Bland, that sort of rhetoric during election cycles has been notably absent in the past.

Remember that Bill Clinton during the 1990s made quite an effort to convince voters that he was just as tough on crime as his Republican opponent, because he was governor of a state that had the death penalty. He got a crime bill passed that many of his advisors have admitted was a catastrophe for criminal justice and racial equality in this country.

The phrase "Black Lives Matter" first appeared in a tweet from Alicia Garza, a longtime activist and advocate based out of the Bay Area in California. … You shouldn't be surprised by some of the extreme and ugly portrayals from the far right media of the movement. But even more moderate outlets haven't covered it as accurately as they should.

In some ways, I understand the confusion and focus on the phrase "Black Lives Matter." It's not that these activists are totally unconcerned about anyone who falls outside the category of blackness. They are focused on the unique forms of oppression that black folks are subject to, and they believe that black liberation is a prerequisite for social progress. But in other ways, we can view such resistance from conservative and mainstream media as a distraction from the concrete demands and institutional changes so desperately needed to achieve a more sensible and just society.

The cell phone and social media have been essential to these movements. Look at the University of Missouri protesters: The students actively refused mainstream media coverage and trusted they could get their message out otherwise through access to social media. It challenged the power of mainstream news to set the terms of the debate. It challenged the power of the campaign staff to set the terms of the debate, as well.

What are you watching for 2016?

Right now two things have my attention. The first is the extent to which Sanders has been able to articulate what he means by democratic socialism. Young voters have not heard this articulation of democratic socialism. It's a simple principle that the disparity in wealth and social inequality—the distance between the haves and have nots—we have to understand as a sign that something is deeply wrong with the way our economy functions and, by extension, what our cultural values are.

On the other side of the ticket, [what has caught my attention is] the sort of naked intolerance and disrespect that have come out of the mouths of people like Donald Trump and Jeb Bush, who says that he favors forcing refugees to prove their Christianity before being admitted to the country.

—Interview by Gail Russell Chaddock '72

Chaddock is Washington political editor for the Christian Science Monitor.

'We're in an amazing period in American political history. We've had a bunch of really competitive elections in a row without a dominant party, and we had a period over the last 40 years of divided government.'

—Tom Burke

TOM BURKE

Burke is a professor of political science who teaches a course called Health Politics and Policy.

To what extent will health-care policy play a role in the campaigns and in voter decision-making?

It's typically not one of the top issues. It's kind of unusual when it's a top issue. And arguably, where it tends to be an important issue is where a Democrat's running and uses it as an issue to galvanize the liberals. So, like [Bill] Clinton in 1992 and then Obama in 2008, to some extent. That's when it's important.

Obamacare is such a complicated thing that I'm not sure anyone other than nerds really has much of a sense of what it really is. Some [candidates] might say, we have to start over, but we'll take some parts of it. That's what a lot of Democrats in more marginal districts say, if Obamacare is an issue. But to be honest, I'm not sure it's going to be much of an issue in this election. It's going to be overshadowed by a lot of other things. I don't think Republicans are going to run on it.

I don't think most Republicans really would like to repeal it. This is somewhat cynical, but if you got rid of it, the next day it would be chaos. It'd be chaos not just for all the people you'd be cutting off, tens of millions now, but it'd also be chaos for all the people in the marketplace, businesses and insurers that are premised on it continuing. A lot of business enterprises and nongovernmental nonprofits have put a lot of resources into it. I'm not sure Republicans would want to be responsible for [ending] that. Also, most of them haven't come up with an actual plan. They talk about repeal and replace, but look around for the replace part and you'll find it's pretty meager.

Political scientists will tell you that always the No. 1 issue, unless we're at war, is the economy. Political scientists have found that if you ask people whether the economy is going up or going down, people are pretty sophisticated about that. And when things are headed down, the people who are in the middle, who are not pledged to either party, they tend to vote on that because it gives them a sense of how the incumbent's doing. If the incumbent party, they think, is doing badly, they're going to punish the incumbent. Or if they think the economy is on the right track, then they will reward the incumbent.

What in particular are you watching this year?

We're in an amazing period in American political history. We've had a bunch of really competitive elections in a row without a dominant party, and we had a period over the last 40 years of divided government. For a few years of this, it was, "The Republicans own the executive, and the Democrats own Congress." And now, it's "Democrats own the presidency, but they struggle with Congress and are really doing very poorly at the state level." They only have unified control of seven states. Republicans have unified control of 23 states. So at the national level, when people say, "The Republican Party's on a disastrous path," well, really? I mean, they control Congress, and they have a good shot at retaining control of Congress. And then at the state level, they're cranking.

So it's a really interesting situation, and what is going to change it? What is going to either lead the Democrats to do better at the congressional and state level or on the other hand, what is the Republican Party going to do to finally start attracting a national [presidential] majority that they haven't done up until now?

—Interview by Amy Mayer '94

Mayer covers agriculture for Iowa Public Radio.

CASSANDRA PATTANAYAK

Pattanayak is a statistician and director of Wellesley's Quantitative Analysis Institute.

In 2015, Gallup, the venerable polling operation, announced it will not conduct surveys to predict presidential primary winners. Instead, Gallup polls will focus on issues. What drove them to that decision?

One of the reasons that Gallup is reviewing its policies and its priorities is that in 2012, they got the answer really wrong. They concluded based on their review that their method was the best method that is possible right now: a telephone survey that attempts to reach people who tend to vote, and tries to be representative. Gallup also concluded its sample size was not the issue. And still they decided to back off and focus more on the issues than making predictions. My opinion is that's a reflection of the fact that it's just getting harder and harder to do a good poll, mostly because of changes in how we use telephones.

The history here is that in 1936, *Literary Digest* magazine conducted a very large survey. Gallup conducted a much smaller one, but it was more representative. Gallup made the correct prediction (Franklin Roosevelt was re-elected). That was the beginning of the Gallup organization's leadership in the polling industry. There's a trade-off any time you gather data between having a big sample size, and having representativeness.

The *Literary Digest* poll tended to include people who were more wealthy and had telephones. At the time, that was not a good way to go about getting a data set. Then telephones became very popular, and for many, many years, a telephone survey was a great thing to do. But now in 2015, 2016, it turns out that's not such a great thing to do anymore, because it's no longer the case that every household in the U.S. has exactly one telephone.

Most surveys, if you look at the footnotes, include about a thousand people. And they work very hard to get surveys that are representative of the U.S. That's worked for a long time. But you just can't get a representative sample very well via telephones any more. Young people are less likely to have landlines. In households with high socioeconomic status, there are multiple phones. [And] the area codes of cell phone numbers no longer correspond to where people actually live. So you can't even use the phone numbers for making sure you have represented all the different parts of the country. Typically, we can prioritize size or representativeness. It's really hard to do well on both. Polls like Gallup have it right in that they are collecting small samples and working hard to be representative; the problem is that it's very difficult to collect a representative sample of any size. And that's the trade-off that underlies the type of problems that Gallup and other organizations are running into.

What are you particularly watching this election cycle?

I'll be watching for media focus on the issues, and less on daily updates of the poll numbers. Sometimes people tend to over-rely on numbers because they're numbers. There's one particular statistic you can cite, and that is a very concrete way to summarize what might be going on. But the truth is, there are a lot of uncertainties about those numbers generated by polls. And another truth is that every person who votes should make the decision based on what they think of the issues, and not based on who they believe is most popular among all the other voters.

—Interview by Amy Mayer '94

'Every person who votes should make the decision based on what they think of the issues, and not based on who they believe is most popular among all the other voters.'

—Cassandra Pattanayak

MARION JUST

Just is a professor of political science who studies elections, politics, and the media.

How do you assess the role of the media so far in campaign 2016?

The media have fallen victim to a problem that they've had before—that is, when a horse race is competitive, focusing very heavily on that. Because it's not obvious where the GOP contest is going to go, the focus is on the Republican side. Every week, it's another poll and another news cycle. Every few weeks, there has been another debate, which is another news cycle. So the polls and the debates have become a preoccupation.

It hasn't been good for Democrats. They decided to schedule their debates on Saturday nights when there were no viewers, and so they didn't get the coverage that the Republican debate had. The Republican debates occurred so frequently that they dominated the airwaves.

"Gotcha" questions were very much on the minds of debate moderators, as different channels grabbed the opportunity to pander to themselves and highlight the moderators. Jake Tapper, before the CNN debate, said he wanted to get the candidates asking questions of each other and attacking each other because he thought it would be great television. I didn't think it was great television. It didn't necessarily help the audience understand what was at issue. When the media questioners were called to account by Ted Cruz, he was able to feed on the general distrust of the media among Republican voters. The questioning backfired.

The media played an enormous role in the debates. Fox's decision to sponsor a debate and to decide who made the upper tier and who was in the bottom tier, or "undercard," was extremely manipulative. Not surprisingly, the "children's table" did not get much viewership. And those candidates consigned to the undercard struggled to get any traction in the polls.

In all of the media manipulation, Trump still came out on top. The media have been frustrated. When they pointed out that Trump had lied or misstated the facts, they thought this would have a dramatic impact on his polling support. But it did not. Many people in the media cannot understand how someone could support a candidate who lies as vigorously and unapologetically as Trump. His support seems to be based on the view that he tells it like it is, and he's tough.

Women candidates often get short shrift from the media, but I don't think that is the case with the presidential candidates. Hillary Clinton is not being treated with disdain or lack of attention, mainly because she is the front-runner on the Democratic side. Carly Fiorina may have been better prepared than others on the undercard debate, so she was promoted.

But giving the media the right to promote or demote candidates, it's not helpful. It certainly opens them to charges of bias.

What interests you the most about this year's campaign cycle?

The enormous Republican field, the number of debates they're having, and the lack of political experience of the front-runners on the Republican side. This poses an interesting set of problems for the Republican Party. There was a great deal of discontent among the Republican primary voters: They had control of both houses of Congress but they then did not get the kinds of legislation they wanted—or the repeal of legislation that they hated. That created a great unhappiness, a frustration with business as usual in the Congress, and a rejection of establishment figures. These outsider candidates have been able to capitalize on that anger and disappointment on the Republican side.

—Interview by Gail Russell Chaddock '72

One Child's Journey

As a result of China's one-child policy, Maya Ludtke '19 grew up in Cambridge, Mass., rather than in a farming village in Jiangsu Province. But with her mother's help, she recently went in search of some vital missing pieces of her Chinese identity and reconnected with girls from her 'hometown.'

By Melissa Ludtke '73 | Photography by Kathleen Dooher

My daughter was three days old when police from the farming town of Xiaxi drove her to the Social Welfare Institute in nearby Changzhou, a city of several million residents in Jiangsu Province, China. Presumably a stranger had found her after she'd been left on her own.

Hers was the fate of many girl babies in the 1990s, due to China's one-child policy. It is likely that her birth parents thought they needed a son, or perhaps her paternal grandparents—who probably would have been the ones to name her—had pressured their son and his wife to abandon this girl baby so a grandson could be born. Local family-planning cadres enforced the regulations put in place by Jiangsu's leaders, limiting each couple to one child, even in a rural family like hers. If parents pushed against family-planning rules, a hefty fine would ensue—at the very least.

Staff at the orphanage named this baby Chang Yulu. (They gave the surname Chang to all of the children there; Yulu became her given name.) Nine months later, her caregiver placed Yulu in my arms at the orphanage. From the start, I called her Maya. In fact, I'd started calling her Maya as soon as information about her and a photo of her in a tattered, thin red sweater (above) had arrived from China after the two of us were matched to be a family. When I finally wrote her name and mine on the adoption papers in Changzhou, then again in Nanjing, the provincial capital, Maya Xia Ludtke became my only child.

A week later, we flew home to Cambridge, Mass., where we slipped into our family routines. It was just the two of us. I'd gotten married when I was 27, but I'd been divorced at 31. By the time I was in my 40s, I was the archetypal career woman, single, childless, accomplished, and wanting to be a mom, even if I had to become one on my own. Just after I turned 46, that's exactly what I did.

The story I wrote in 1997 for *Wellesley* magazine after Maya was settled with me ended with these words: "… when Maya and I returned to our home in Cambridge, Mass., our journey as a family was just beginning."

Our journey goes on, still just the two of us, as it's always been. Last August, Maya, about to turn 19, wheeled suitcases out of the bedroom where I had set up her crib 18 years before. I drove her to Wellesley College. Now her bedroom is on the second floor of Pomeroy, and she is a member of the class of 2019.

Back home, I am reconfiguring my life to fit an empty nest.

I figured the pathway through adolescence would be tougher for Maya than for most of her high-school friends. She was, after all, the Chinese-born daughter of an unmarried Caucasian mother, and for many adoptees, the teen years can be emotionally fraught as they carve their self-identity. But those adolescent years weren't the bumpy ride that I anticipated. As Maya blew out candles on her birthday cake when she turned 16, I made a wish of my own for her. A few weeks later, I offered that wish as a suggestion to her. Would she like to go back the town where she was found and get to know girls her age who grew up there? I sensed these girls might help Maya to find in Xiaxi Town some vital missing pieces of her Chinese identity.

For some adoptees, the desire to connect with their birth family exerts a strong tug. Maya had expressed no interest in searching for her biological roots, but it turned out that returning to Xiaxi in this way did interest her. I was thrilled. For nearly a decade, I'd felt I owed Maya this kind of an opportunity to make up for what I believed had been my worst day of being her mom.

On that day, I had taken Maya to Xiaxi. She was 7 years old, and we were at the tail end of an exhausting three-week journey in China. This was our first time back since her adoption. Maya told me she wanted to go back to her orphanage, so before flying home, we'd taken a train from Shanghai to Changzhou. There, she walked among rows of cribs and then held a baby. Afterward, the director held a luncheon banquet in honor of Maya and another girl adoptee who was also there that day. That visit went so well that, impulsively, I decided we'd go to Xiaxi the next morning. It wasn't far away, about 25 kilometers. Why not see the town where she was found, even if her adoption papers did not give us an exact location?

That morning our driver parked the car on the town's main street. When we walked into the bustling outdoor market—past live chickens, flapping fish, vegetables, and grains—merchants and customers turned to stare at us. We made an odd pair, especially in this rural town where nobody had seen anybody with blond hair and white skin, except on TV. Maya held my hand, and her expression could be read without translation. "I'm scared," it said.

Some may have been wondering if I'd kidnapped her. A few women approached Maya and tried speaking with her. Maya couldn't understand, nor did she reply with the usual *"Ni hao"* ("hello" in Mandarin) she'd politely replied during the rest of our trip in China. She froze and was silent. And the index cards that we had used during the previous weeks—on which Chinese friends had written

in Mandarin, "We're from the U.S. She is my daughter. She doesn't speak Mandarin."—were back in our hotel room in Changzhou.

Maya's grip on my hand tightened, and I knew we had to leave. From the car's back seat, I asked to return to our hotel. The rest of the day, Maya watched TV in our room without saying a word. Meanwhile, silently, I was scolding myself for being so poorly attuned to my daughter's feelings. I'd neither prepared her for what we'd encountered, nor had I paused to think about whether she was ready to absorb the range of emotions that such an experience was bound to stir in her. I felt awful.

So I made a promise to myself: Someday I'd help Maya go back to Xiaxi in a way in which she would not feel like such an outsider.

In August 2013, with Maya about to start her senior year of high school, I fulfilled my promise. By then, she had been studying Mandarin since the ninth grade. As a bonus, her friend Jennie, who had lived in a nearby crib in the orphanage and had also been adopted by a Massachusetts family, had asked to come along. She wanted to explore her rural town in the same way. As each spent time with "hometown" girls, the two American adoptees had each other to lean on.

I stayed behind in Changzhou with Jennie's mother while our daughters went to their rural towns. This was their journey to make, not ours.

In Xiaxi and Xixiashu, Jennie's hometown, the Chinese girls that Maya and Jennie met were being raised as only children. That wasn't surprising, since nearly all of the children in this densely populated province grow up without siblings. Unlike most other provinces in China where rural families could try for a son when the first child is a daughter, urban *and* rural families in Jiangsu Province have been limited to one child, unless they qualify for an exemption, and those are rare.

The "hometown" Chinese girls showed the Americans what their lives are like, and then they quizzed Maya and Jennie about their experiences in the United States. Topics of their conversations ranged from favorite pop songs to how strict their parents are, from what they want to do for work to when they will be married and to whom. The Chinese girls were a lot more certain about the latter topic, given the pressure on a rural daughter to be a wife by the age of 25.

Since all the girls spent most of their waking hours in school, they talked most about learning. The Chinese girls defined learning as what their teachers tell them and what tests require them to know. When Maya and Jennie told them about the learning they do in activities away from the classroom—environmental activism, anti-prejudice initiatives, fashion shows to raise awareness and funds for victims of domestic violence, to name a few—their new

China's One-Child Policy

For several decades, China's leaders took various approaches to limiting population growth before adopting the one-child policy. When the People's Republic of China was born in 1949, its founder, Mao Zedong, wanted families to have many children, as most did. But that view had changed by the 1970s, when family-planning slogans like "later, longer, fewer" (encouraging couples to marry later, space their births, and have fewer children) and "one is not few" galvanized a sharp drop-off in family size. China's fertility rate fell from 5.8 births per woman in 1970 to 2.7 by 1978. Still, in 1979, China's new leaders linked ambitious goals for economic growth to enforcement of birth planning and sent word out to its citizens to "encourage one, prohibit three." The one-child policy was born. Then, on Oct. 29, 2015, the Chinese government dropped its one-child limit, enabling urban families to have two children. Most rural families have been able to have two children, if their first child was a girl; now the gender of a rural family's first child will not be the determinative factor in family size.

—M.L.

Left *Maya tugs on her mother's heart at a baby shower in 1997.*

Right *Seven-year-old Maya and Melissa in the market in Xiaxi on their trip to China in 2004.*

STAN GROSSFIELD

The Trip Home

MAYA LUDTKE '19 WROTE ABOUT HER EXPERIENCES IN XIAXI FOR HER COLLEGE ADMISSION ESSAY.

The first nine months of my life are a mystery. A tiny jade bracelet and a photograph of an inexplicably circular face on top of a torn red sweater make up my memory album. A few stapled pages of ambiguous papers constitute my birth record. I do know that I was found in Xiaxi, a farming town of flowers and trees. Though I was nervous about shattering the stable but fragile image I had created in my mind about those nine months, this past August I went to Xiaxi and began to crack through that tableau and experience what my life could have been.

There, I met the girls I could have grown up with, and with them visited the places where I would have spent each day. I was overwhelmed by simultaneous feelings of deep connection and unbridgeable distance. As we struggled to narrow the chasms created by language and culture, I found familiarity in their faces and the trees enveloping us.

"So, what are you?" the girls asked me. "You look Chinese on the outside, but you are American on the inside." At first, I detested this description. If the substance of my being is not Chinese, I might as well be white. Once content with describing myself as "Chinese-American," now I was hit with its vagueness. Where do I belong between being Chinese and becoming American? In some ways, my new friends were right; our many fragmented conversations during the three weeks we were together affirmed the differences in how our minds had developed to perceive the world.

"You are so lucky, you have no discipline, easy school, and freedom," the Xiaxi girls would say with certainty and envy. "All we get to do is study."

I felt guilty about my "luck" and the truth in their words. Still, their idealistic views about America and the ease of my life perplexed me. They had quickly dismissed my out-of-school activities and community service as lacking real learning. Yet, soon I realized how their understanding of "smart" contrasts with mine. Being smart is the high ranking a teacher gives them; studying is their only way of getting there. These tight borders command their childhood.

I permeated those borders as we talked about growing up, gender roles, equality, and relationships. No one before me had given them the space to talk about such topics. As a girl born in Xiaxi and living in America, I was the most foreign person the girls had ever met. They had never come in contact with anyone who looked different than they do. When I told them about the many friends I have who look different than I do, they were astonished. Being with them gave me deeper appreciation for the diversity that my life in America gives me.

For those I met in Xiaxi, family is blood and ancestry. "You do not know your real parents?" strangers would ask me soon after we met, sympathetic and eager to help me find mine. "When is your birthday? What orphanage were you from?" To me, their words "real mother" sit heavy in my mind. Even if I'd spoken their dialect fluently, I am not sure I could have explained.

I have a real mother, who raised me and loves me. My biological family might not be who I romanticized them to be, and finding such strangers would not instantly conjure love. Instead, it was in the welcoming care that countless strangers showed me—in placing watermelon slices in both of my hands, pulling a comb through my hair, and attempting to cool me in 110-degree heat—that helped me find home in Xiaxi, and that was enough.

—Maya Ludtke '19

Ludtke is the fourth generation of her family to attend Wellesley. Her great-grandmother was Teresa Pastene Edwards 1907, her grandmother, Jean Edwards Ludtke '45, and her mother, Melissa Ludtke '73. She also has an aunt and two great-aunts who went to the College.

friends were astonished. For starters, they had a hard time believing American high-school students get involved in such issues, and even if they did, the Chinese girls didn't count these experiences as learning.

"At first, I was kind of mad, because all they were saying is 'All we do is study and you guys get to do other things,'" Maya said, in digesting what she'd heard. "But then I got to where I know this is just a difference. … But it feels kind of sad to me because the only way their smarts are measured is through tests. It just made me realize that yes, these girls are super-intelligent in their schoolwork, but when it comes to thinking about things like leadership or looking at causes in the world, this isn't encouraged. … I know they say that I am a Xiaxi girl, but our minds think so differently that we are not connected in that way. We are connected through looks and our origins, but the ways we have grown up is so different that it can be hard to connect."

"Earlier in our time together, I remember saying I didn't like it when people would say I am Chinese on the outside and American on the inside," Maya said, as she approached the end of her visit in Xiaxi. "But I'm understanding where that is coming from, and now I am thinking about how differently I think. I don't know if it is saying you are not one or the other, but it is interesting to realize how different our ideas are. Some we do agree on."

Being back in their "hometowns" helped Maya and Jennie fit new pieces into the puzzle of their dual identities. The trees and flowers harvested in Xiaxi connected Maya to the passion she feels about protecting the earth.

The girls discovered parts of their Chinese selves that in the United States aren't as readily seen or as easily understood. For the first time in their lives, they spent entire days only with people who look like them. They'd been to Chinatown in Boston and other cities, but usually in and out quickly with their moms or Caucasian classmates. This was different.

Left *On her first day in Xiaxi, curious village women invited Maya to a home. Neighbor girls combed her hair.*

Right *Maya and Jennie (second and third from right) with girls in their adoption group (who came home from China together as babies) in the summer of 2012.*

Cross-Cultural Learning

As I arranged for Maya and Jennie to meet Chinese girls their age in Xiaxi and Xixiashu, it hit me how rare their visits would be. I couldn't learn of others like them. The journalist in me saw potential value in what these American and Chinese girls could share. Born in the same place, raised 12 time zones apart, they'd navigate across the cultural divides of their upbringings to find common ground in their lives. I hired a bilingual video crew to be with them, and we captured the girls' cross-cultural encounters and conversations on video. Now their stories are being shared digitally in a project called *Touching Home in China: In Search of Missing Girlhoods*. So far, four digital iBooks in a series of six have been published, and the remainder will be out by the spring of 2016. They include video, interactive graphics (for example, a timeline of the development of China's population policy), slideshows and galleries, and audio-enhanced documents. The stories also appear on the project's website, Touchinghomeinchina.com. By the fall of 2016, an original curriculum will be available for classrooms using the Touching Home in China material.

—M.L.

Touching Home in China *also has a presence on Facebook, Twitter, YouTube, and Instagram.*

In the city of Changzhou, Maya and Jennie experienced this new reality while shopping. Surrounded by people who looked like them, they were instantly pegged as foreigners when they spoke. This provoked curiosity about who they were. "We'd say we are from America, and they'd be giving us looks like 'What are you trying to do, make fun of us or something?'" Maya told Jennie's mom and me when they returned from shopping.

"I don't think they understood we are Chinese, but we live in America," Jennie added. "Or that our parents could be American," Maya chimed in. Few in rural China know that tens of thousands of Chinese girls are growing up overseas as the daughters of Caucasian families. "It's hard to explain, and a lot harder without our parents because they give away that we are different in that sense," Maya said.

Back in the U.S., Maya wrote her essay for college admission about being in Xiaxi. "I was overwhelmed by simultaneous feelings of deep connection and unbridgeable distance. As we struggled to narrow the chasms created by language and culture, I found familiarity in their faces and the trees enveloping us," she wrote. (To read the full essay, see "The Trip Home," opposite.)

Being Maya's mom on this trip "home" felt just right to me. We'd eat breakfast together before she went to Xiaxi, leaving me in Changzhou. At dinner, she rarely talked about her day. But back in my room, after dinner, I'd watch a video of the girls' day. While setting up the trip, I had sensed that the girls' cross-cultural encounters might yield valuable stories, so I arranged for a bilingual team of videographers to capture them. (See "Cross-Cultural Learning," at left.)

There came a moment about two weeks into Maya's time in Xiaxi when I knew my wish for her had come true. She'd left extra early one morning to meet one of her new friends, Mengping. That night, as the video played on the large TV set in my hotel room, I saw Maya strolling with Mengping and her mother in the same marketplace that she and I had left so abruptly when she was 7 years old. Only this time, she was smiling and laughing, greeting people she knew, and chatting with merchants. Except for the camera she had looped around her neck—and the photos she kept taking—she looked every bit the village girl.

I cried. Only this time, they were tears of joy.

Melissa Ludtke '73 is the co-producer of the multimedia project Touching Home in China: In Search of Missing Girlhoods. *She's a veteran journalist who worked at* Sports Illustrated, *CBS News,* Time, *and the Nieman Foundation at Harvard University. She is the author of* On Our Own: Unmarried Motherhood in America.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GET WITH THE PROGRAMMING

NATIONWIDE, THE NUMBER OF WOMEN MAJORING IN COMPUTER SCIENCE HAS DECLINED OVER THE LAST TWO DECADES. BUCKING THAT TREND, WELLESLEY'S COMPUTER SCIENCE DEPARTMENT IS FLOURISHING—WITH MORE THAN 60 PERCENT OF STUDENTS TAKING AT LEAST ONE CS COURSE AND A ROBUST GROUP OF ALUMNAE IN TECH.

BY LISA SCANLON MOGOLOV '99
PHOTOGRAPHY BY JARED LEEDS

When Monet Spells '10 traveled to Houston last October to attend the Grace Hopper Celebration of Women in Computing, the world's largest gathering of women technologists, she made sure to bring her Wellesley tote. "I thought, this is the best way to meet people. And it was. I would walk through the hotel lobby, and I would hear, 'Hey, Wellesley!'" says Spells, who is pursuing a master's in human-computer interaction at Georgia Tech. Later, she participated in a group photo (below) of Wellesley alums, students, and faculty who had found each other—22 people, all proudly flashing the Wellesley "W" sign. Spells tweeted the photo with the comment, "I found my tribe. My bold, brilliant, boundless tribe."

It's a tribe that's been growing by leaps and bounds at Wellesley. There are 40 declared computer science majors in the class of 2016, making it the fourth most popular major, behind only economics, psychology, and political science. This year, enrollments in computer science courses number approximately 800. Brian Tjaden, associate professor of computer science and chair of the department, says that in recent years, at least 60 percent of Wellesley students have taken at least one computer science course, and next year, he expects that to climb to 70 percent. "It's a very exciting time," says Tjaden.

"It's true that there is a surge in computer science nationally these days, and computer science has always been a cyclical kind of discipline, where it goes up and down with the foils and fortunes of technology. But the surge today is, nationally, not inclusive of women," says Cathy Summa '83, director of the Science Center. In fact, the proportion of women in the field has actually shrunk over the past 20 years, according to the National Science Foundation's biennial report *Women, Minorities, and Persons with Disabilities in Science and Engineering*. In 1993, women earned 28.3 percent of bachelor's degrees in computer science; in 2012, women accounted for only 18.2 percent.

"Wellesley is turning the tide on that by itself. [The department is] bursting at the seams with women who are coming to computer science. I think it's because [the students] are seeing the relevance of the technologies to whatever else they're interested in," says Summa.

Whether students are drawn in by the famously friendly and supportive faculty, the gorgeous new Human Computer Interaction Laboratory, the lure of recruitment from big-name tech companies, or the promise of making a difference in the world through technology, computer science is very hot at Wellesley. And after Wellesley, alums are entering the tech world in droves, helping to turn the stereotype of the antisocial white male hacker on its head.

The Computer Science Department 1.0

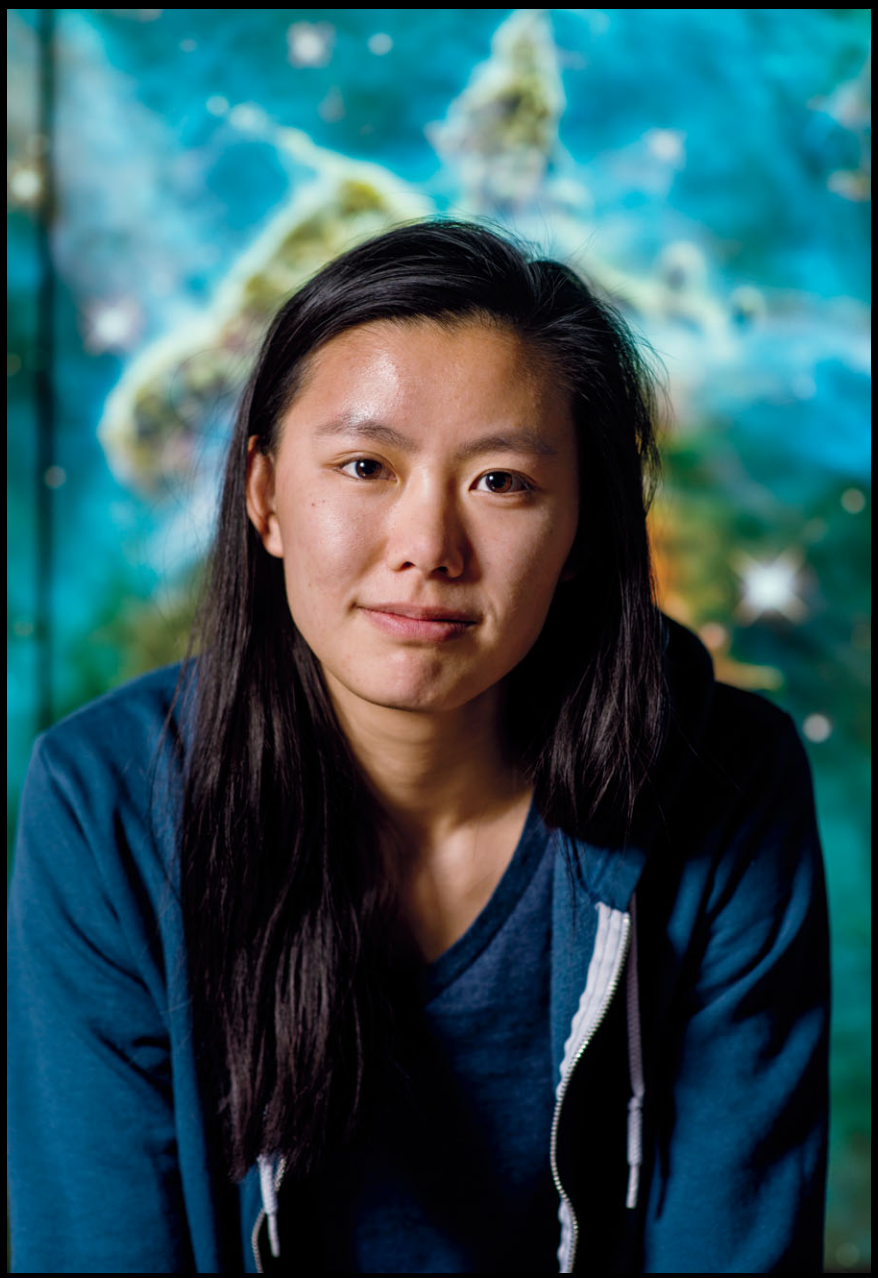
The computer science department at Wellesley had its inception in the mid-1960s, when Virginia Onderdonk '29—dean of the College, philosophy professor, and former World War II codebreaker—asked Ann Congleton '58 of the philosophy department to join conversations about how to move computer science into the curriculum at Wellesley. (Congleton had experience with computers from working on translation programs at the Research Laboratory of Electronics at MIT.) As a result, in 1968, Extra-Departmental 110 Introduction to Automatic Computation was launched, and 94 students enrolled. The students wrote programs using punch cards. A van would take the cards to MIT, where they would run overnight, and then it would return with the printouts in the morning.

Over the next decade, one or two computer science courses were offered each year. In 1980, Wellesley hired Eric Roberts as a full-time computer science faculty member, and enrollments jumped. In 1982, Academic Council, the faculty governance body, voted to create the computer science department. The first year the department existed, 643 students were enrolled. Randy Shull, who had joined the mathematics faculty in 1980, asked to move to the computer science department at the time it was founded. "I said, 'I'd like to be a part of this. It's really too exciting not to be,'" Shull recalls. The early years were exhilarating but exhausting for the faculty. Wellesley was one of the first liberal-arts colleges to found a computer science department, and there were very few guidelines to follow. In 1991, a new wing of the Science Center was built, in large part for the computer science department.

In the years that followed, enrollments waxed and waned, usually following the tech industry. But Shull says that in all his years teaching at Wellesley, the talent and the excitement that's he's seeing in students in the department today is unparalleled. "It's just wonderful. You should see the energy in this place," says Shull.

Previous page: A student uses the new MultiTaction display, a high-resolution interactive screen, in Wellesley's Human Computer Interaction Laboratory. Below: Wellesley faculty, students, and alums posed for a photo at the Grace Hopper Celebration of Women in Computing in Houston last October.

PHOTO COURTESY OF MARIA TILDEN '14



**‘The professors are incredibly supportive.
In my computing in Python class with [Associate Professor Franklyn Turbak],
his energy was very contagious. He made everything so exciting.
I think that’s what made me want to go to the next class, and to start the major,
and then from there, I just got sucked into it.’**

〈 KARINA CHAN ’16 〉

Orit Shaer (second from left), associate professor of computer science, offers guidance to her students in CS 320 Tangible User Interfaces.

Making Computer Science Visible

The energy and excitement in the computer science department is literally on display in the Human Computer Interaction (HCI) Laboratory, a beautiful, modern classroom that opened in the Science Center in 2013. It has an entire glass wall open to the hallway, giving passersby a peek at the unconventional technologies being used inside. "You just walk by there and you think, 'How do I get in there? What can I take that would be in that room?'" says Erin Altenhof-Long '16, a computer science and English double major.

The answer is to take a course or do research with Orit Shaer, associate professor of computer science and co-director of the Media Arts and Sciences Program, who studies novel ways for people to interact with technology. Forget the keyboard and mouse—students in Shaer's lab use technologies like virtual-reality headsets and a table-sized multitouch computer. For example, last fall in CS 320 Tangible User Interfaces, students worked in teams to create new user interfaces that enhance creativity. One group made an interactive dance floor that helped dancers rehearse choreography. Another team created a full-body suit that allows users to play their body like an instrument. "They use beautiful metaphors, like your ribs are a xylophone, or the veins in your arm are like a guitar, and allow people to make music without learning an instrument," says Shaer.

Many computer science courses emphasize the team aspect of solving problems. "It reflects the practice in the industry, but it also reflects our strong belief that people learn better when they collaborate," says Shaer.

The HCI lab has also done a lot to facilitate collaboration. "The lab really became a hub for students' activities. … We have a constant stream of visitors. We were afraid that [the glass wall] would make students feel a little bit fish-tank uncomfortable, but it got them more excited, because they feel that they are noticed, and have opportunities to share their experiences," says Shaer.

The lab also helped the College get a competitive grant for research equipment from the National Science Foundation, which allowed the department to buy a state-of-the-art, high-resolution interactive screen called a MultiTaction display (like a gigantic iPad, for the uninitiated.) "One reason we were able to get this competitive award for buying this very expensive equipment is that we already made an investment in the space. We said, 'Look, Wellesley created this state-of-the-art facility. Now we really want to take it to the next level, and house the most innovative technology in it, and make it accessible to the students.' … The NSF shared our excitement, and here it is," says Shaer.

While faculty research and the electives being offered change from year to year, the core curriculum has largely stayed the same since the department was founded. The faculty's goal isn't to teach students how to use current computer applications, but to make sure they understand how these applications work so they can design and build the technologies of the future. Sohie Lee, a senior instructor who has taught in the department since 2000, comments, "I think that's part of the liberal-arts education, and what makes our students stronger candidates [for technology jobs] than, say, someone coming from a technical school. They're good communicators and writers, and people-persons, too, and can interact with people well. … They're problem solvers, and team players, and strategizers. Those [skills] will always be relevant, I think."

Call Yourself a Programmer

Erin Altenhof-Long '16 is one of a growing number of students who came to Wellesley knowing that she wanted to take computer science, rather than stumbling upon it. In high school in Washington state, Altenhof-Long took an Advanced Placement programming course in the Java programming language—she was one of four girls in a class of about 20 students. Because of this, she skipped the introductory CS 111 course at Wellesley. ("Which I honestly regret, because it's such a bonding thing to all jump into it together … the inside jokes and the camaraderie carries through," she says.) Instead, she dove into coding with CS 230 Data Structures.

"You can call yourself a programmer after you've taken something like 230," says Altenhof-Long. "It's such a great course because you really do feel that, wow, I could actually program something that's useful. … The first time I had a technical interview [for an internship at Google], there was a problem on a data structure called a stack, which was exactly like a problem set I'd done in this course, and then taught as a teaching assistant. It was a good feeling."

Altenhof-Long's experience as a CS teaching assistant exemplifies the warm, encouraging attitude the department fosters among its students. "[Being a TA is] a job, but it's also just a really fun thing to do. You get to know

Science, technology, and art come together in the Human Computer Interaction Laboratory, which opened in fall 2013.

people who are your peers who are going to take other classes with you, and it's also a good way of showing, 'Hey, I was in your shoes, and I could do this—we can all do this,'" she says.

Like many students, Altenhof-Long has found that her CS skills have crept into her other areas of interest. Unexpectedly, she wound up using the programming skills she learned in Data Structures for an assignment in ENG 271 Topics in Eighteenth-Century Fiction. One of the assignments at the end of the class was to parody the novels they had read. Altenhof-Long decided to "translate" key passages by one author into the style of another author by building a program that would calculate and substitute the most commonly used words in different novels.

For example, the line from Jane Austen's *Northanger Abbey,* "No one who had ever seen Catherine Morland in her infancy would have supposed her born to be an heroine," when run through Altenhof-Long's program to be translated in the style of Ann Radcliffe's *The Mysteries of Udolpho,* became "No one who had sadly seen Blanche Morland in her prospect would have sublime her born to be an cloud." Nonsensical but delightful Mad Libs for 18th-century literature geeks. "It was one of those [CS projects] where I thought, I guess I could do something short with this …" and then before she knew it, "I was down this weird rabbit hole," she says, laughing.

Karina Chan '16 fell down the computer science rabbit hole the spring of her first year, when she took the first-year seminar Creative Computing, team-taught by Sohie Lee and Franklyn Turbak, in which students made simple computer programs using the Python language. "[Lyn's] energy was very contagious. He made everything so exciting. …" says Chan. "There were about 14 people in the class, and it was very different from other classes I had taken. Very hands-on. [At first,] it's difficult to grasp the concept, but once you understand the concept, actually doing it is not that hard, if that makes sense. You get a little 'programmer high' after you finish a particularly difficult problem."

Outside of the classroom, Chan is one of the co-presidents of Wellesley's Computer Science Club, which was founded a year and a half ago and has about 60 active members. One of the club's main activities is organizing hackathons—marathon coding sessions that bring together programmers and designers to create applications in a short amount of time. An event last October, WHACK ("We Hack Together"), drew almost 100 people—half Wellesley students, and half off-campus guests.

"We put [people] on teams with students from other schools, so you can get exposure to what other people know and can bring to the table, and grow from that experience," Chan says. The hackathon was backed by Major League Hacking, which provided hardware for the event. The winning team made a virtual-reality

**‘I was really glad to have the Wellesley background of being in an environment where it’s just so unquestioned that women can do these things and be successful. …
It’s very reassuring to have the normalization of having classes of 40 students who can all handle this material, who could all be great software engineers.’**

〈 ERIN ALTENHOF-LONG ’16 〉

version of the popular iPhone game TinyWings. "You wear the [virtual reality] headset and you flap, and it's as if you're going up and down the hills. It's pretty sick," Chan says.

The club also helps students write their résumés and prep for technical interviews. "The things you learn in the department are very theoretical, very foundational, and very important. But to get an actual internship, they expect you to be able to code quickly and efficiently. So it requires some supplemental learning, outside of the class. The CS club is trying to fill that gap," Chan says. The club also started a big/little siblings program this year, nicknamed "bits and bytes," to help students get to know each other in the rapidly growing department. "It's something we're working on, because we want to keep that tight-knit community," she says.

Coding Confidence

Monica Feldman '14, a lead software engineer at Apple, says that her time at Wellesley empowered her. "I took a class at MIT, and I noticed that many of the women weren't raising their hands," she says. "I think they may have felt intimidated in that environment—being in the minority in a male-dominated classroom. And you know, computer science is not something most people learn in high school … you have to feel like you can ask a question. You have to feel like you have a relationship with your professors and your classmates. Wellesley totally did that for me."

Feldman also points to the Wellesley network as an amazing source of support. Over Wintersession her junior year, an alumna helped her secure an internship at Kayak, a travel search engine. "She really helped open the door for me. So whenever a Wellesley student emails, I'm really excited to try to help them and try to open a door for them," she says.

Mollee Jain '16, a computer science major who is going to work at Microsoft in Redmond, Wash., after graduation, says, "I really appreciate that there are a lot of women faculty, and they're diverse, as well. That is something that is nice, because a lot of places have male faculty in vast numbers. Representation at the faculty level translates into representation later on in jobs. … You never feel like you don't belong in a CS class," she says.

Brian Tjaden says the department cares a great deal about attracting and retaining underrepresented minorities. "Students who major in CS reflect the diversity in the community better than is the case in other STEM fields, but still not at the level of the Wellesley College community as a whole. So we have important work ahead of us," he says. One positive step he points to is that the department has the largest set of tutors (teaching assistants) on campus, and the tutor population does indeed reflect the diversity of the Wellesley community as a whole. "Also, last year, we redesigned our gateway course, CS 111 Computer Programming and Problem Solving, to attract and retain students with a diverse set of backgrounds and interests. At this point, it is too early to say to what extent this change will impact the profile of our majors, but we are optimistic," Tjaden says.

Eni Mustafaraj, an assistant professor who came to Wellesley in 2008, excitedly points out another notable fact about CS 111. This semester, all four faculty members teaching it are women. "I'm not saying that we shouldn't have male faculty, right? It's not about that," she says. "But I think that, especially at the introductory level, the message is, 'Hey, look, you can do this. Everyone can do this.'"

Lisa Scanlon Mogolov '99 is a senior associate editor at Wellesley *magazine.*

Wellesley's First Programmers

There were Wellesley women in computer science before the major was a twinkle in the mathematics department's eye. Mary Allen Wilkes '59 was a philosophy and theology major who dreamed of becoming a trial lawyer. But she was discouraged from applying to law school. The message was, "If you get in, you're not going to be very happy because of the strong bias against women. … If you get a job, it will probably be as a legal secretary, not as a practicing lawyer. Possibly, if you get a job as a practicing lawyer, you might be able to work in trusts and estates, because all your clients are dead," Wilkes says.

However, at the time, computer programming, which was seen as clerical work, was relatively open to women. "It's just like planning a dinner," pioneering programmer Grace Hopper was quoted as saying in an article titled "The Computer Girls" in *Cosmopolitan* magazine in 1967. "You have to plan ahead and schedule everything so it's ready when you need it. … Women are 'naturals' at computer programming."

Wilkes got a job as a programmer at MIT's Lincoln Laboratory, where she worked with early IBM machines. "Big behemoths. Huge, sealed-off, punched-card affairs," says Wilkes. There were two categories of technical employees at Lincoln—the professional staff, who were members of the general research staff and who were virtually all men, and the nonprofessional staff of technicians. Programmers, who were almost entirely women, were classified as technicians, although their educational backgrounds were usually comparable to members of the general research staff. "There was a tacit divide between programming, which is really software design, and logic design, which the men did, although the two require exactly the same aptitudes. There was really no reason that the guys couldn't do programming and the women couldn't do logic design," says Wilkes. But the technicians "were paid less. We had fewer benefits. We had less vacation, et cetera," she says.

PHOTO COURTESY OF MARY ALLEN WILKES '59

However, her bosses "went to bat for me with MIT" and, after two years, got her a general research staff position. At that point, Wilkes was working on the development of the LINC computer, often considered the first personal computer. In 1965, after the LINC team had moved to Washington University in St. Louis, Wilkes worked on a LINC from her parents' home in Baltimore, where she wrote the LINC operating system. In the process, she became one of the first users of a personal computer in a home. (See photo above.)

"It was like working logic puzzles—big, complicated logic puzzles," she says. "I also enjoyed the precision of it. I still have a very picky, precise mind, to a fault. I notice pictures that are crooked on the wall. Unless they're mine, I don't touch them, but … I think there's a certain kind of mind that works that way," Wilkes says.

In 1972, Wilkes left the field of computer science to go to Harvard Law School and pursue her early dream of being a lawyer. She didn't leave high tech entirely behind, though: After serving as a trial lawyer for many years, she became an arbitrator for the American Arbitration Association, sitting on cases involving information technology.

—L.S.M.

WCAA

News and information from the worldwide network of the Wellesley College Alumnae Association

From the WCAA President

PHOTO BY RICHARD HOWARD

DEAR WELLESLEY COLLEGE ALUMNAE:

As you know, the Alumnae Achievement Award is the highest honor Wellesley bestows on alumnae. Historically, the beautiful award ceremony has been held in February, which meant that only the recipients' friends and family, students, and local alumnae could attend. We are therefore very pleased to announce that the Alumnae Achievement Award ceremony will now be an integral part of October's combined Alumnae Leadership Council (ALC), Friends & Family, and Athletics Hall of Fame weekend.

This change means that more of the Wellesley community will be able to witness distinguished alumnae as they share with students the story of Wellesley's impact on their life journeys. As those who have seen the award ceremony know, it is truly moving and awe-inspiring. Now, more alumnae, parents, and students can be a part of it. I cannot imagine a more profound way to demonstrate Wellesley's value to parents, nor a more affirming way to connect our alumnae to the College. So, if you have the opportunity to come to Wellesley next fall for ALC or Friends & Family weekend, please mark your calendar for Oct. 14–16, and prepare to be exhilarated.

Georgia Murphy Johnson '75, president

PHOTOS PROVIDED BY AFOUR (BYA4.WEEBLY.COM)

The Wellesley Effect Reaches London

WHEN DOMENICA LEWIS '88 looks back on London Calling 2.0, the first international launch of the Campaign to advance the Wellesley Effect, she remembers "the sparkle." The president of the Wellesley Club UK isn't talking about sequins and bling—this wasn't a gala evening. What was sparkling, she says, was "so many Wellesley women away from home but united in our zeal to support each other and the institution that shaped us."

In November, nearly 90 alumnae and juniors studying abroad came together from across the United Kingdom, Switzerland, Denmark, and France for panel discussions, an update on the College from President H. Kim Bottomly, and camaraderie. Alan Schechter, professor of politics, emeritus, joined a group of alumnae on stage in a discussion on "Politics, Civic Action, and Personal Impact"—where the conversation ranged from the United States presidential election to the impact of angel investors. A second panel focused on "Feminism and the Image of Women in the 21st Century."

The event was designed, says Missy Siner Shea '89, executive director of the WCAA, to give alumnae time to connect and enjoy one another's company—with breaks for lunch, tea, and a decade dinner afterward. "It was punctuated by laughter and joy," she says, even amid the somber moments of an event that occurred just days after the Paris terrorist attacks.

Lewis agrees. "I was so happy to look around the rooms and see all our guests in animated conversation with each other," she says. "It felt like reunion but more concentrated."

For more pictures of the London event, visit magazine.wellesley.edu/gallery.

The next celebration of the launch of the Campaign to advance the Wellesley Effect will be on April 2 in Chicago, as the club there marks its 125th anniversary.

2016 ALUMNAE ACHIEVEMENT AWARDS

On Oct. 14, the WCAA will honor the achievements of:

- **Maria Morris Hambourg Barlow '71**
  Photography champion, preeminent art scholar, curator
- **Marian Fox Burros '54**
  Transformational food and lifestyle journalist
- **Debra Knopman '75**
  Engineer, complex-problem solver, policymaker

PHOTOS BY KATHARINE REECE

WHEN FIRST LADY OF NEW YORK CHIRLANE MCCRAY '76 presented a proclamation from Mayor Bill de Blasio declaring Nov. 14, 2015, "New York Wellesley Club Day," the energy in the hall was goose-bump electric. McCray's opening remarks kindled an emotion every woman in the room felt throughout the day: pride.

Over 450 Wellesley women gathered in the Kaufman Music Center to listen to 27 speakers representing class years from 1947 to 2014, celebrating what Lynn Sherr '63 called "the perfect confluence of two of the most important things in all of our lives—having gone to Wellesley and living in NYC." In addition to celebrating the New York Wellesley Club's 125th anniversary, they came together to mark the New York launch of the Campaign to advance the Wellesley Effect.

Wellesley's diversity was reflected on stage in all forms, from class year to ethnicity to profession. Brooke Bryant '03, club president since 2014, says she wanted every alum in the audience to "see a piece of themselves on stage, and feel proud to be part of that network—part of the impact that Wellesley is making in New York."

The thoughtful planning required to pull off the celebration began two years prior on Wellesley's campus, at the Alumnae Leadership Council in the fall of 2013. Along with Bryant, former club president Whitney Shaffer Ackerman '03 learned that Western Maine's club had recently celebrated its 100th anniversary. They knew the New York club had been around longer, and discovered it started in 1890. The 125th anniversary was only two years away.

"We're New Yorkers. We have to do this in a big way," Bryant and Ackerman said to each other. And who better to pull off something big than a group of Wellesley women? They assembled a committee to plan the event, which topped out at 28 members, and met every other month. "There was never a moment where no one raised their hand to help. Everyone just said, 'Yes, I'll do it, I'm there, I'm on board,'" said Mary White '79, College trustee and committee member.

For all the other clubs celebrating upcoming major anniversaries, Bryant says to cast a wide net, and think big. "The more diversity you have in the planning, the more rich the content will be," she says.

—Katharine Reece '08

For more pictures of the New York event, visit magazine.wellesley.edu/gallery.

➔ PLEASE SEE PAGE 76 FOR THE ALUMNAE CALENDAR.

WELLESLEY

This magazine is published quarterly by the Wellesley College Alumnae Association, an autonomous corporate body, independent of the College. The Association is dedicated to connecting alumnae to the College and to each other.

Endnote

By Barbara W. Carlson '50

Remember the Kipper

On Linden Avenue, the street where we live, everyone seemed to know our little black and white dog, so dignified yet gregarious that he somehow got dubbed the street's mayor. (A 6-year-old girl once promoted him, though—"He's the president," she proclaimed.) My husband and I adopted him in springtime and named him Kipling, but he became known as Kipper. I always remembered a New Year's morning, soon after sunrise, when I was walking with Kip on our silent, deserted street, and a man—no one I knew—drove by in a pickup and broke the silence, shouting out, "Happy New Year, Kipper."

The veterinarian who had rescued Kip determined that he was part Welsh corgi and part shiba inu—a dog whose ancestors were hunting dogs in the mountains of Japan. He had a glossy black coat, with a white bib and white socks and white markings on his face. He had big ears that reminded me of butterfly wings. He weighed a little over 20 pounds.

Linden Avenue, a dead-end street that runs along the shore of Long Island Sound, is a splendid place for dogs to walk and meet, and friendships blossom. It was out walking that Kipling met a Scottie named Badger who became his best friend. Badger's tail wagged furiously when he spotted Kipling, and Kipling, a bit more sedate, the older of the two, perked up his butterfly ears and stopped sniffing rocks as he trotted toward Badger.

Once, when we had to be away, Kip stayed overnight with Badger—a historic night for Badger's family. Badger had been banned from his guardians' bed. But when they went upstairs at bedtime, Kip followed and jumped onto the bed. He was removed from the bed, and shown the floor. He barked … and barked … and finally the people gave up. Kip again leapt up while Badger dutifully stayed on the floor. But Badger, an eager pupil of his older pal, learned a lesson—persistence wins. In the ensuing days, there were some losing skirmishes until Badger's folks revoked the bed ban.

We guessed Kipper hadn't had a playful puppyhood. He wouldn't fetch balls. Toys bored him. Yet when Badger visited, the two would find an old tennis ball or rawhide bones and get them out of the toy basket and chew them. Then they would tussle like little boys until they grew weary and would lie down near each other.

Kip could run like greased lightning when he was young, and he didn't mind sprinting off and worrying us—and amusing neighbors. He would tease us, and come back from a little jaunt looking proud as Punch.

He didn't like water. When we went swimming, Kipper would follow us onto the rocky shore, but he wouldn't venture out into the water to, say, fetch an interesting piece of driftwood. Nothing about the Sound or any water enticed him. His sorties outside on rainy days were brief; baths of necessity were kept to a minimum.

With this aversion to water, he never went into the Sound on his own. Never. Until one day, when we were walking on a stretch of sandy beach, where Kip liked to run and dig holes in the sand. An out-of-town friend—a classmate of mine who often visited and liked to stroll with Kipling—had just died. Kip, of course, heard me take the phone call that told us our friend was gone. A little later, on the sandy beach, Kip hesitantly walked into the water. I encouraged him—"That's good, Kippie, go out a little more"—and Kip waded out a little more, going into the water until it was up to his chest, looking back toward me. I smiled at him. It was, I suspected, probably the only way Kippie knew to console me. He had never walked into the water like that before, and he never did again.

Kipling was not a demonstrative dog, a kissy dog. He didn't jump up and down and bark when we returned from some place. When we pulled into the driveway, he would simply sit by a window, and look out until we had the sense to come in and greet him, and then his tail would whirl like a windmill. The first day he came to his new home, he observed everything, checked out the place of everything. At day's end, noting the house custom, he followed us to bed and jumped up in bed and sniffed my face, his whiskers tickling me. He sniffed and sniffed, and then apparently was satisfied. It was the closest he ever came to kissing me.

In late years, Kipling suffered from heart disease. He died on a winter day, late in the afternoon, just before sunset. The setting sun turned the whole sky, from east to west, a wondrous golden blaze.

Remembering now, it seems there was something mystical about this little dog. About his understanding, about the way his big eyes would gaze into our eyes, about his real and true friendships. Days and months go by, and still we remember a funny little dog scratching at the door … and the day a door closed and the sky turned gold.

Barbara "Bobbie" Carlson '50, a longtime reporter and freelance writer, lives in Branford, Conn.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